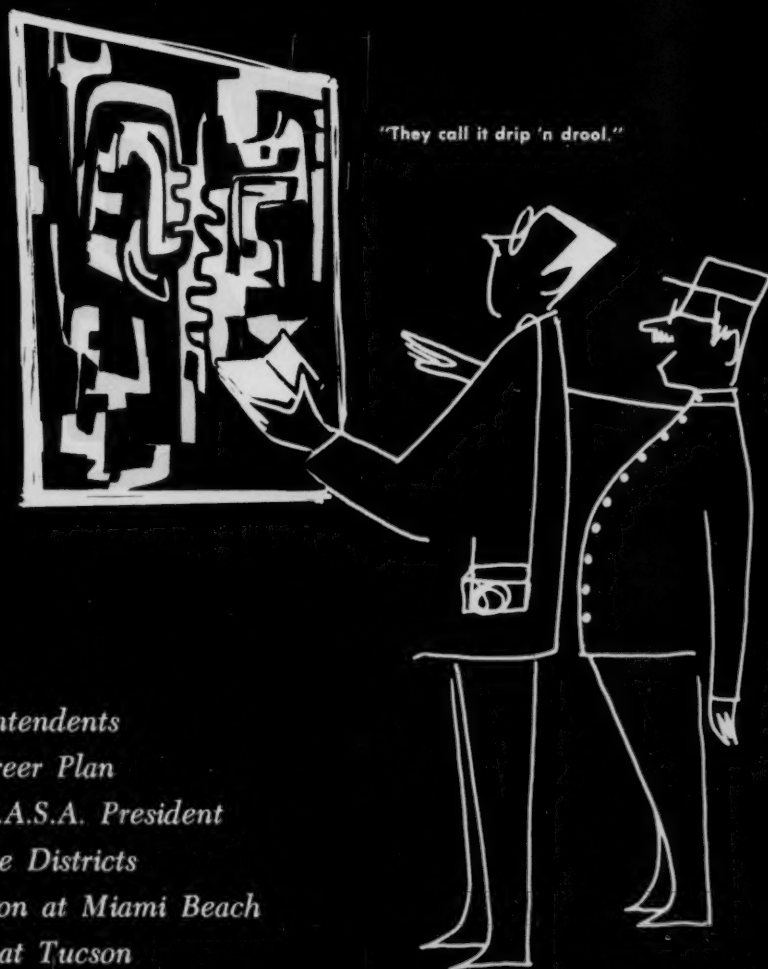


The Magazine of Better School Administration

THE Nation's Schools



June

Summertime for Superintendents

Winnetka Approves Career Plan

Looking Ahead With A.A.S.A. President

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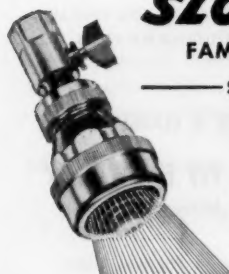
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THE *Nation's Schools*

JUNE 1958

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Vol. 61, No. 6

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THE Nation's Schools

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THE COVER. "Drip 'n drool" is a slang expression for what more astutely is known as "experimental paint-alone." It is a development of the past decade. Perhaps the best known exponent was the late Jackson Pollock, whose technic would be described by the layman as dripping, dropping and spattering paint. The artist explores the effect of paint alone on different surfaces, and the interest evolves partly from how light plays upon the tactile surface. Rarely does such painting have an organized underlying structure other than that of a freely placed pattern. It seldom has a focal point or builds up to a climax. Examples of this kind of painting can be seen in the larger museums, as "our superintendent" has discovered.



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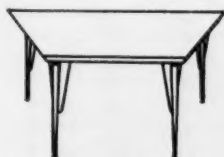
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Encouragement to administrators after a year of criticism

A reduced pupil-teacher ratio needed for better teaching

By CALVIN GRIEDER, professor of school administration, University of Colorado

It's been a long, cold winter. It's been a rough year for educators and educationists (to both of which categories I belong). In some ways it is a relief to have it over, except that it means one more milestone has been irretrievably passed on the exciting road of life.

Probably no school year in anyone's memory has been so hectic, not even the worst year of the Great Depression. I cannot recall any like period during which so much interest in, and criticism and vilification of, the public schools have occurred. In the long run, as I've heard tell, much good may come of it all, but it isn't easy to live through!

The end of this school year is a particularly good time for a special message from the superintendent of schools to the board of education. It would be a miracle if the confidence of school board members in their own work as well as in the schools has not been shaken by the heavy barrage leveled at American education by Rickover, Teller, Bestor, *Life* and *Time* magazines, the *Atlantic*, and other self-styled experts.

In spite of the hysterical charges and name calling, much good solid work is being done in schools throughout the land by dedicated teachers, administrators and board members. To the tens of thousands of people who have been deeply impressed this spring by the imaginative pupil projects in mathematics and science in science fairs, the vitriolic condemnation of schools doesn't make much sense. An equally good showing could perhaps be made in other areas, albeit ways and means of exhibiting it concretely are more difficult if not impossible to devise.

In reviewing the year's work for the board, an administrator ought to cover three main points: (1) the aims of the schools, elementary and secondary; (2) the degree to which such aims have been achieved, supported by test data and other pertinent information, and (3) problems still to be solved and obstacles to better achievement.

There is no call for complacency, nor have I been aware of any tendency for school people to be complacent. In no nation is there more self-criticism and self-study of public education than in the U.S.A. On the other hand, there is no call for an abject surrender to the arrogant pseudo-intellectuals who never having worked in or studied public education presume to know all about it.

Professional workers in education know that the schools are not perfect. They also know that many of their pleas for help have fallen on deaf ears. They welcome criticism with constructive and realistic proposals for improvement which accord with cherished democratic values, coupled with active assistance in the attainment of such proposals. Not the least of the measures for which support is badly needed is more nearly adequate financing of public education to lift it above the poverty line characteristic of American education in general.

One of my colleagues, Prof. Stephen Romine, Colorado chairman of the North Central Association, sent a special message along the lines I have been thinking to high school administrators a few weeks ago. Liberal excerpts from his letter follow.

"Dear School Administrator:

"The American high school has gone to the dogs; at least one might suppose this to be the case from much that he hears and reads today. *But I don't believe it and neither should you.*

"Undoubtedly we're not as good as we might and should be. Nobody ever was or ever will be. Neither are we as bad as some have deliberately pictured us.

"So, at the risk of seeming unappreciative of honest, sincere and deserved criticism (which I really feel we need and can profit from) and to suggest that *there are some things right about education*, I want to make a few *encouraging observations*. These emerge from more than 10 years of close contact with Colorado secondary schools and visits to

many schools in other states, as well as from the study of much pertinent literature.

"1. An interesting percentage of boys and girls now complete high school in comparison with the past.

"2. Many well educated high school graduates are doing fine undergraduate college work, and many others are engaged in high caliber graduate study.

"3. Hundreds of thousands of high school graduates each year are beginning promising lives as productive young American citizens.

"4. Some superior teaching and learning, and much good teaching and learning are taking place in many high schools.

"5. In spite of the teacher shortage, many schools are securing instructors with considerable amounts of college preparation in the fields and subjects wherein they teach.

"6. Some schools have for a long time made provisions for superior students. Today many more schools are doing much to provide higher quality education for them.

"7. High schools today generally are requiring more units of credit for graduation than in the past.

"8. Many school administrators are trying desperately to provide rich educational opportunities to all students, sometimes against overwhelming odds.

"9. Board members and laymen in many communities are increasingly interested in better education and are working hard to provide it.

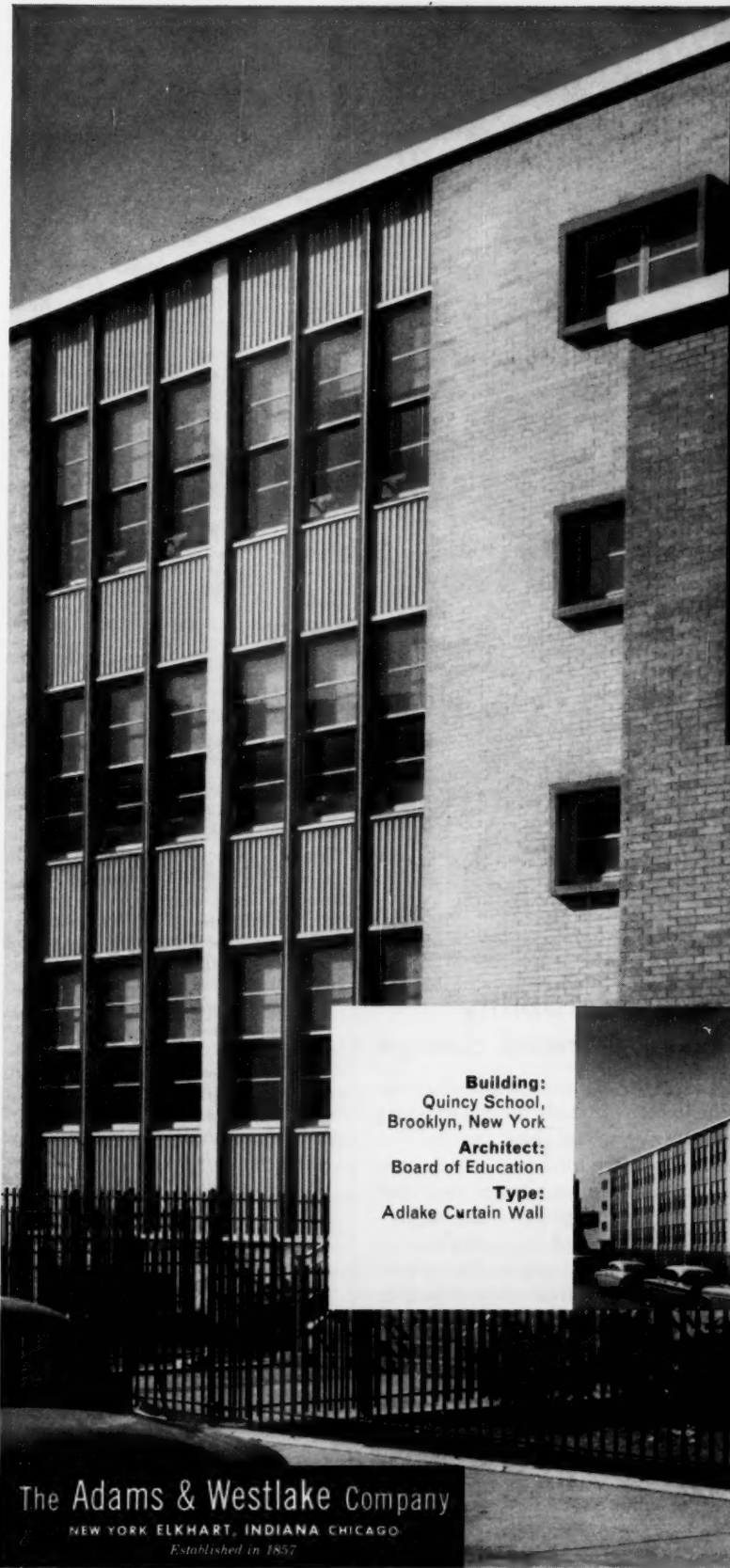
"It is very important that your colleagues and patrons hear something good about education, and you are the one who is obligated to tell them. Use the press, the radio, and other means.

"I hope that we may continue to move forward in providing broader and richer educational opportunities to our boys and girls."

Some of my administrator friends have kindly sent me copies of other special messages to their boards. I conclude these observations with a paragraph from one of these documents written by one of the more optimistic superintendents who is determined not to be discouraged:

"Education could well be on the threshold of a renaissance. We who are working in education have everything in favor of some important improvements long overdue. The question is: Will we have the intelligence to capitalize upon this rare opportunity for some substantial improvements in the quality and quantity of our product? This is the challenge."

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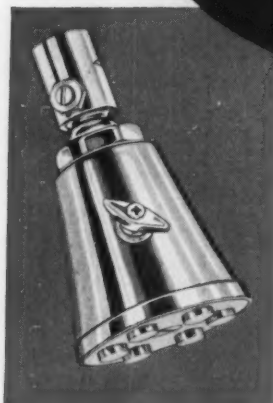
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ratio of 18:1 in Russian schools is correct, the U.S. needs about 50 per cent more teachers to reduce its ratio from approximately 28:1 to the Russian figure. Fat chance of that.

Data for about 40 school systems in cities over 100,000 population do show, however, a big decline in the pupil-teacher ratio through a 23 year period, and a fairly large downward change for just the last 10 years. I am indebted to Dr. Jack P. Crowther, associate superintendent of the Los Angeles schools, for the data from which the following table was compiled. Figures in parentheses show the number of school systems included, and ratios are based on October enrollments.

Pupil-Teacher Ratio

	1934-35	1947-48	1957-58
Elementary			
Average	37.6 (41)	31.9 (38)	29.5 (39)
Highest	48.1	37.3	34.2
Lowest	29.7	26.1	23.3
Junior H. S.			
Average	31.7 (29)	25.6 (27)	24.2 (29)
Highest	44.7	35.2	30.2
Lowest	25.2	18.9	18.9
Senior H. S.			
Average	30.5 (41)	25.2 (38)	23.3 (39)
Highest	44.3	33.6	28.4
Lowest	23.5	19.6	14.3

It is interesting to speculate on the reasons for the continued decline in the pupil-teacher ratio since the Mid-Thirties, especially the trend of the last 10 years. Notwithstanding a serious teacher shortage and the promotion of educational TV and employment of teacher aides, the city school systems for which data are summarized above succeeded almost without exception in reducing class size.

Research findings on desirable class size are inconclusive, and there probably is no one optimum size applicable to all grades and subjects. But apparently teachers, administrators and school boards are satisfied that instruction is likely to be more fruitful with relatively small groups of children than with large. The publicity given to the ratio of 18:1 prevailing in Russian education will make Americans hesitate to increase class size in our schools. #

A step ahead. Americans who look askance at our educational system in comparison to the European system will take satisfaction with a pamphlet by Byron S. Hollinshead. After five years in Paris with a UNESCO department, he noted that Europeans feel "intense dissatisfaction" with their educational systems and look with envy on the U.S. "You are always several steps ahead. How do you do it?" they ask. #

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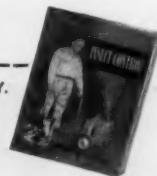
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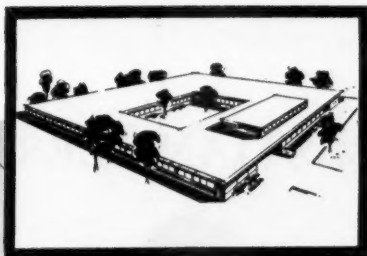
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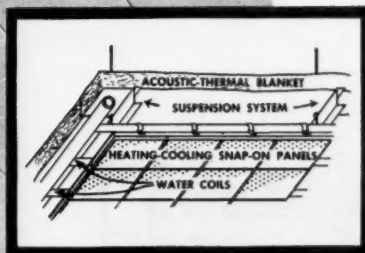
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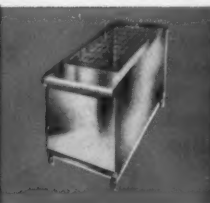
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Cold Pan Units



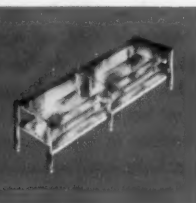
Hot Food Units



Lowerator Dispenser
Stands

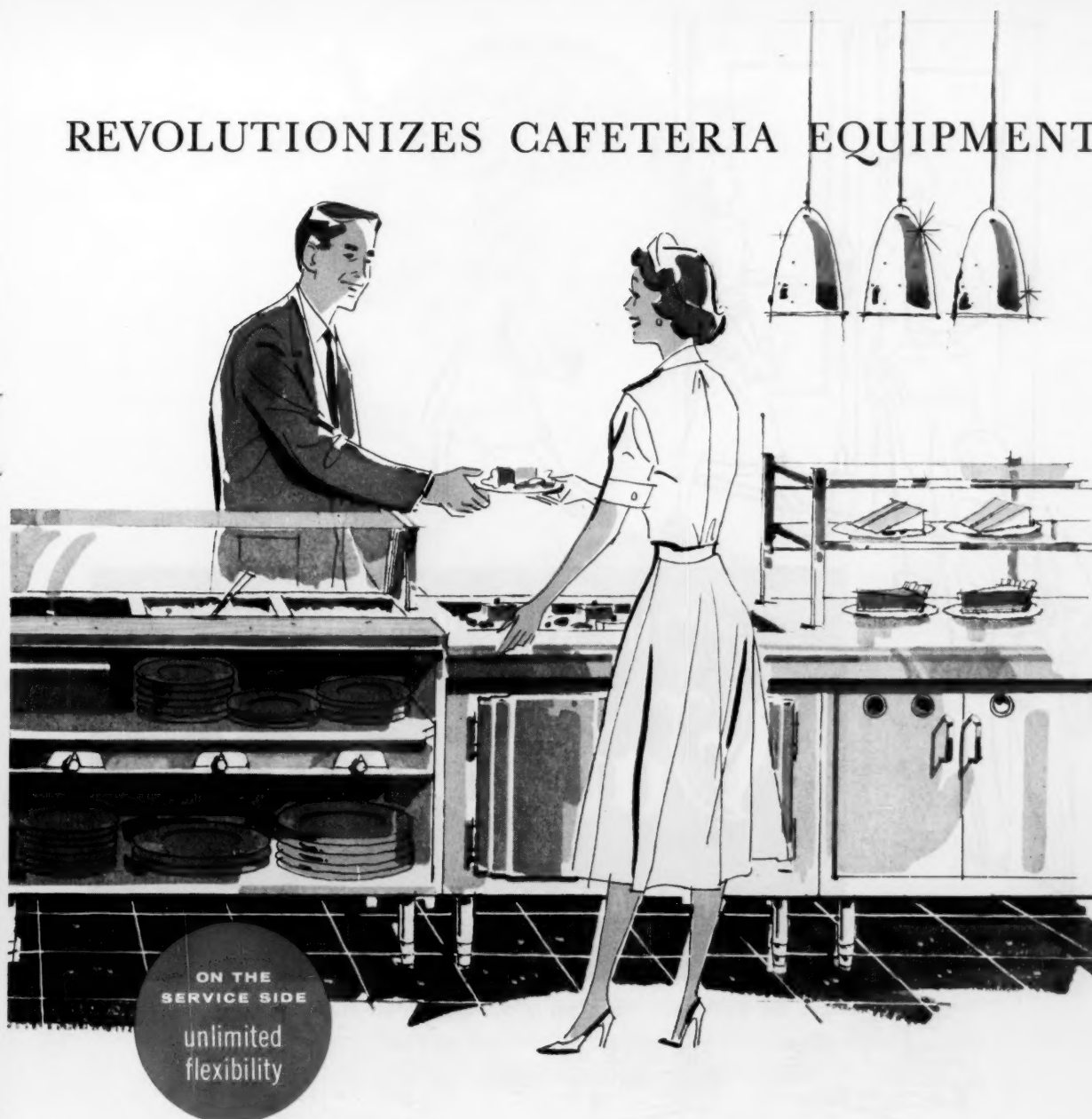


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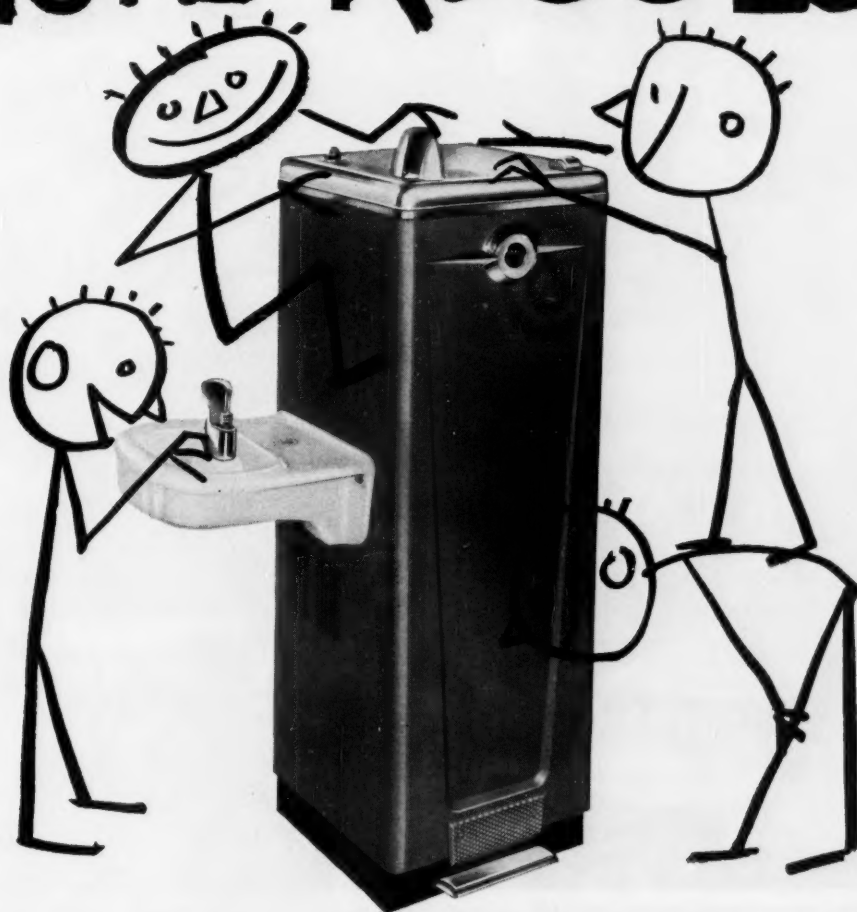


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School

Address

City Zone State

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Z-251



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COMMERCIAL-ART DESK**

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A desk designed for the convenience of the student promotes better work, harmony in the classroom, and efficient procedure. Good design banishes students' minor irritations due to cramped work area or storage space, or a desk that is too high or too low (making posture poor).

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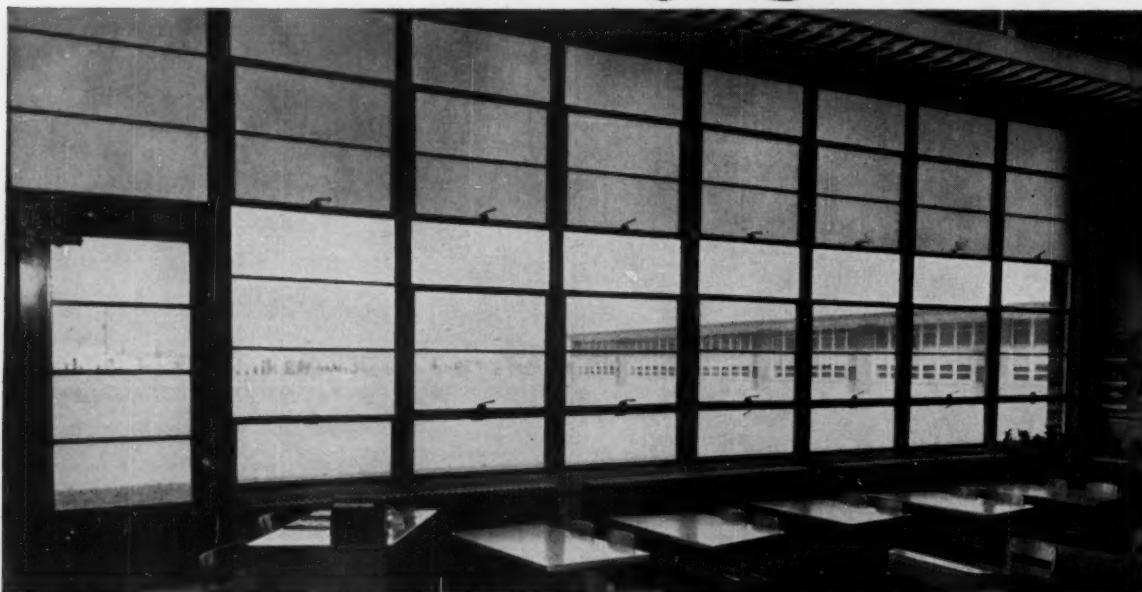
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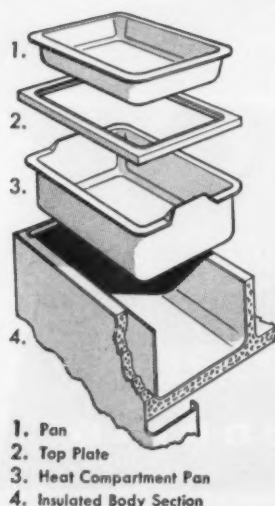


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* Available at slight additional cost

1. Exclusive lift-out heat compartment pan saves time and trouble! *

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Thurmaduke Portable Food Warmers



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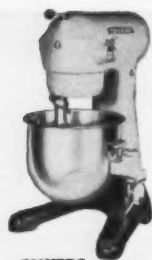


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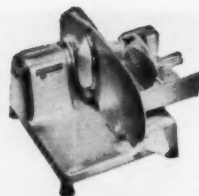
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Extra compact, efficient, convenient. Easy to use, easy to clean. Parts tilt away, or are quickly removable.



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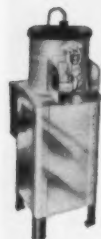
Shred all food waste and flush them down drain. Truly sanitary, efficient. $\frac{1}{2}$ and $1\frac{1}{2}$ HP sizes for dish-scrapping. 3 and 5 HP for food preparation areas.



DOOR-TYPE DISHWASHERS

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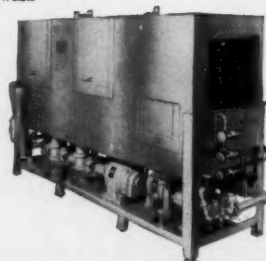


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Choice of $\frac{1}{3}$ HP to $7\frac{1}{4}$ HP and up to 25 HP models. Trouble-free, smartly modern in appearance. Easy to clean and keep sparkling clean.

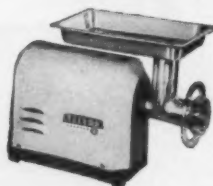
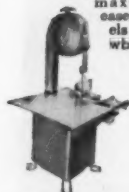
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Have extra large working area, big capacity to speed production. Clean operation, maximum cleaning ease. Choice of models with 16" or 12" wheels.



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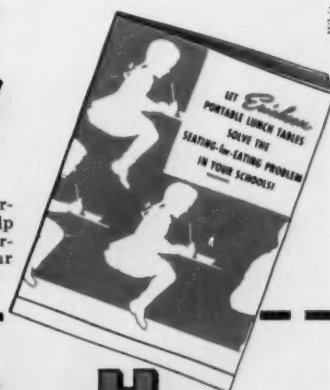
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*Offering 7
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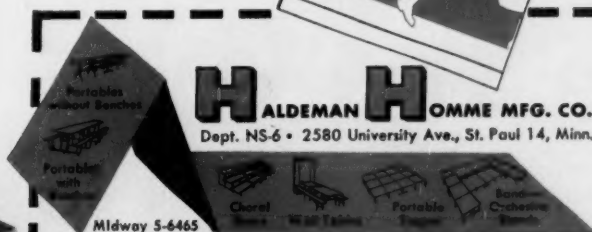


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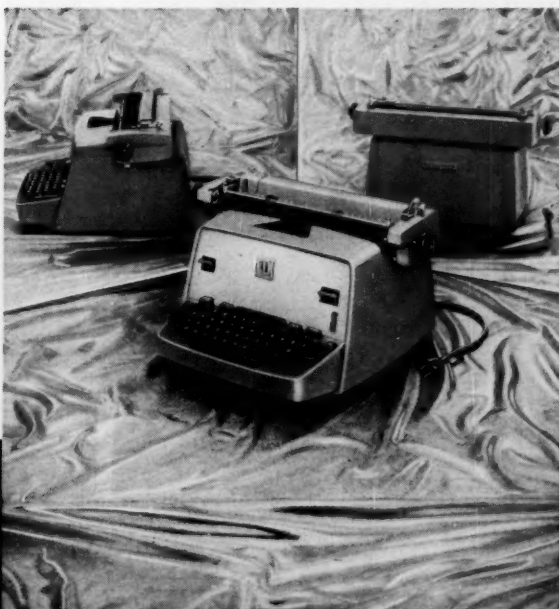
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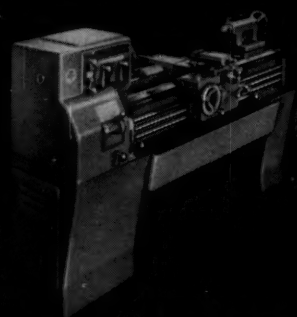


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- "Comfort" formed and correlated to minimize body sitting fatigue.
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PSYCHOLOGICAL

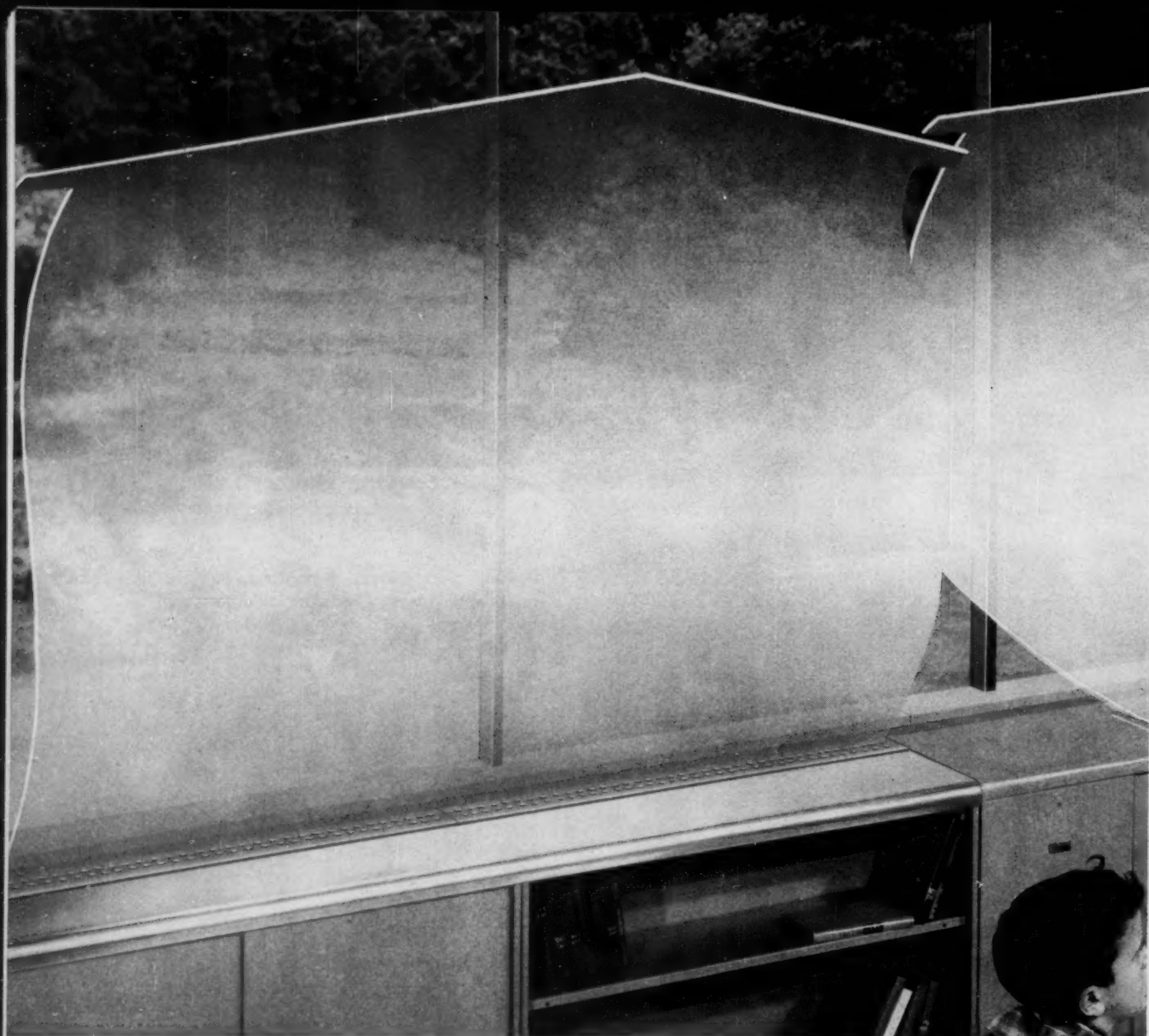
- Frustration free . . . desk top adjustment, easy access book box and swivel seat eliminate "use" annoyances.
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quality equipment . . . a dependable source of supply for over 50 years

ARLINGTON MODELS ARE OFFERED IN EVERY TYPE AND DESIGN. YOUR LOCAL ARLINGTON REPRESENTATIVE WILL BE GLAD TO SHOW YOU THE COMPLETE ARLINGTON LINE.





This moving wall stops classroom drafts

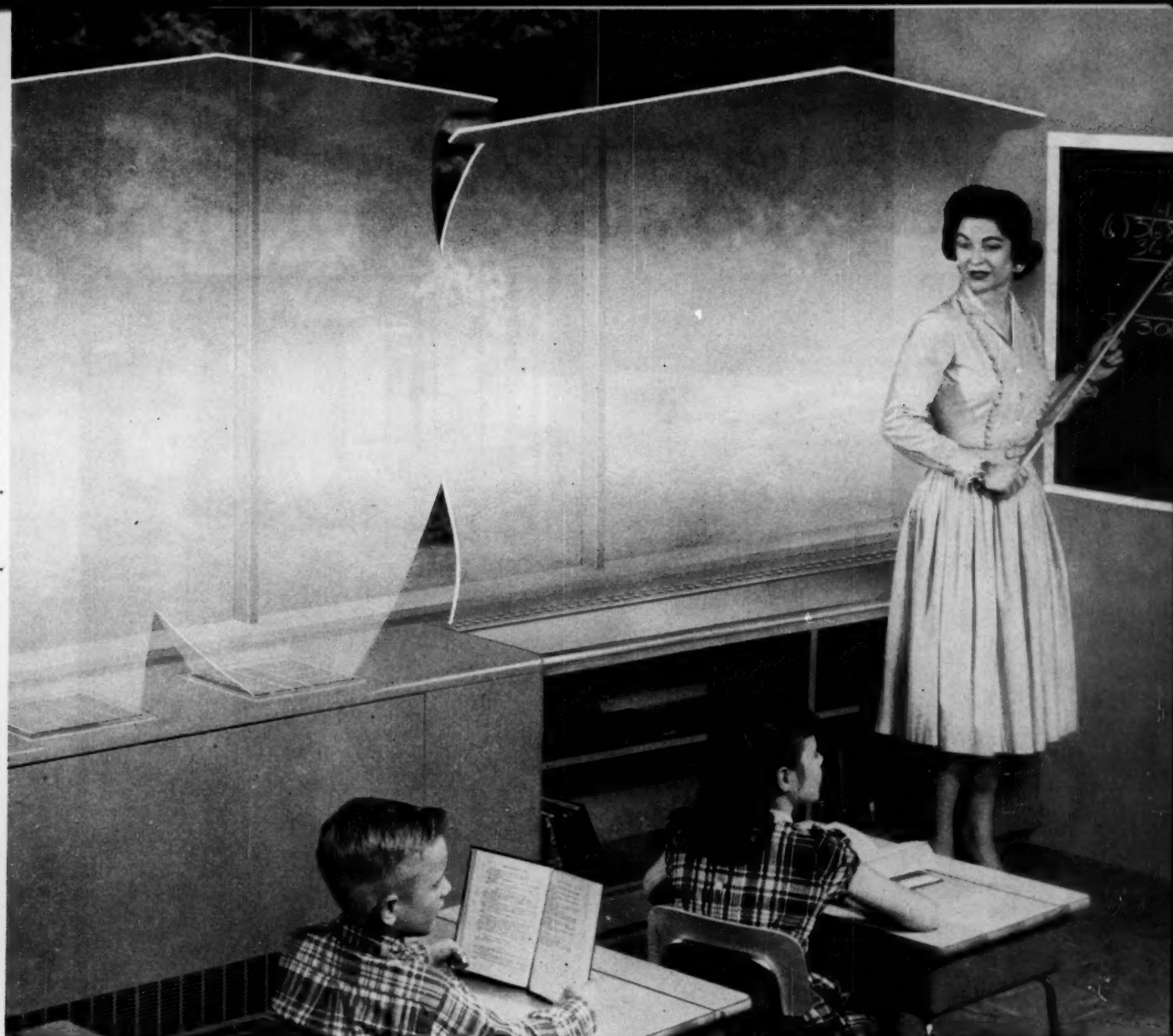
*Trane Unit Ventilator with Kinetic Draft Barrier
ends window chill, wakes up every corner*

Modern schools with expansive walls of glass need modern methods of classroom ventilation to eliminate cold window downdrafts, to keep dead air from piling up in corners. The TRANE Unit Ventilator System with *Kinetic Draft Barrier* is solving these twin problems by stopping drafts with a moving wall of rising air—and by providing continuous air circulation that gently moves tempered air into every corner of the room, every moment of the day.

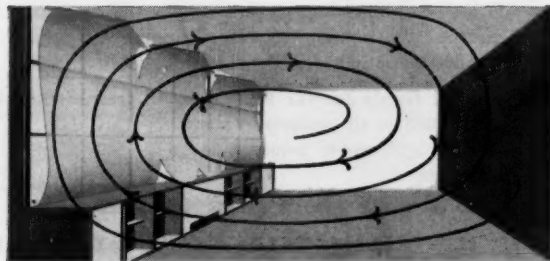
With this exclusive TRANE method of classroom ventilation, tempered air is gently forced from room-

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of tempered air
...ends stuffy corners



TRANE Kinetic Draft Barrier works like this: air is forced from the Unit Ventilator and from the room-wide outlets. This moving wall of air blocks out drafts, ends window chills. At the same time, it mixes with room air and gently, evenly circulates into every corner of the room.

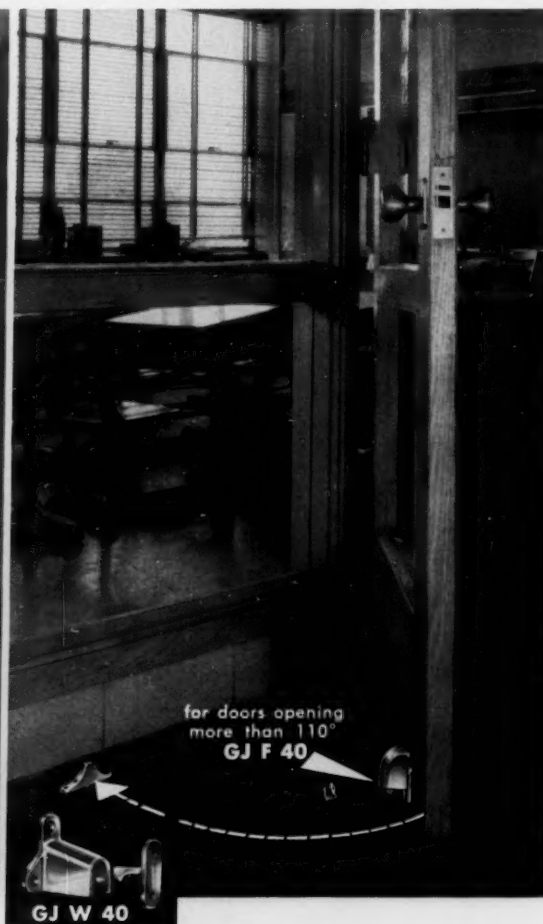
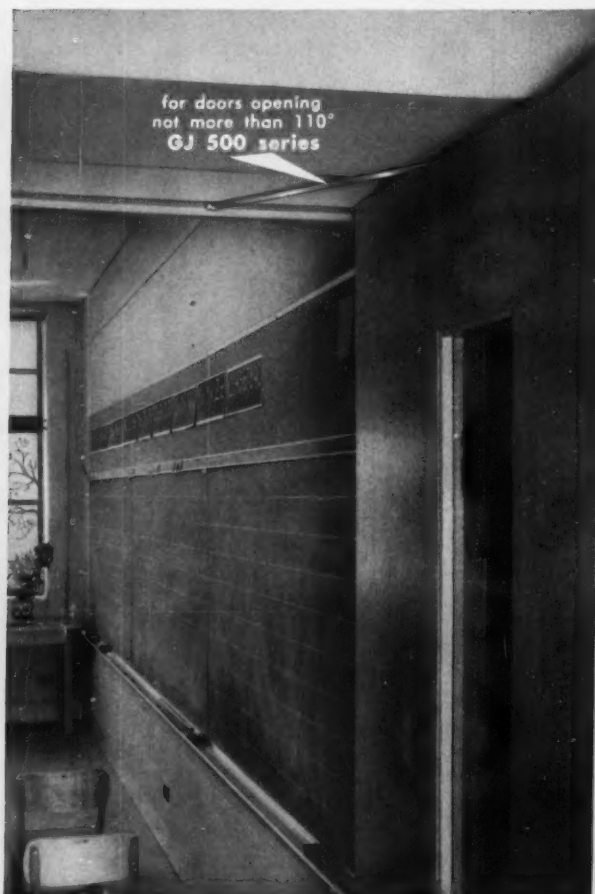
For any air condition, turn to

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Also GJ shock absorbing door holders for entrance and other heavy duty doors.

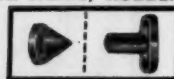


"shall have GLYNN-JOHNSON . . .

GJ 500 series CONCEALED (or surface mounted) OVERHEAD DOOR HOLDERS." (Most efficient shock absorbing device for holding door open at any specified degree up to 110°. Resilient spring cushion absorbs force of violent openings. Holds door conveniently open for continuous "through" traffic. Overhead, they present no stumbling hazard, are tamper-proof and cannot interfere with cleaning.)

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"THREE GJ 64 for metal frame (or GJ 65 for wood frame) RUBBER SILENCERS." (Form pneumatic air pockets to absorb shock or noise of closing and create constant latch tension . . . no door rattling.)



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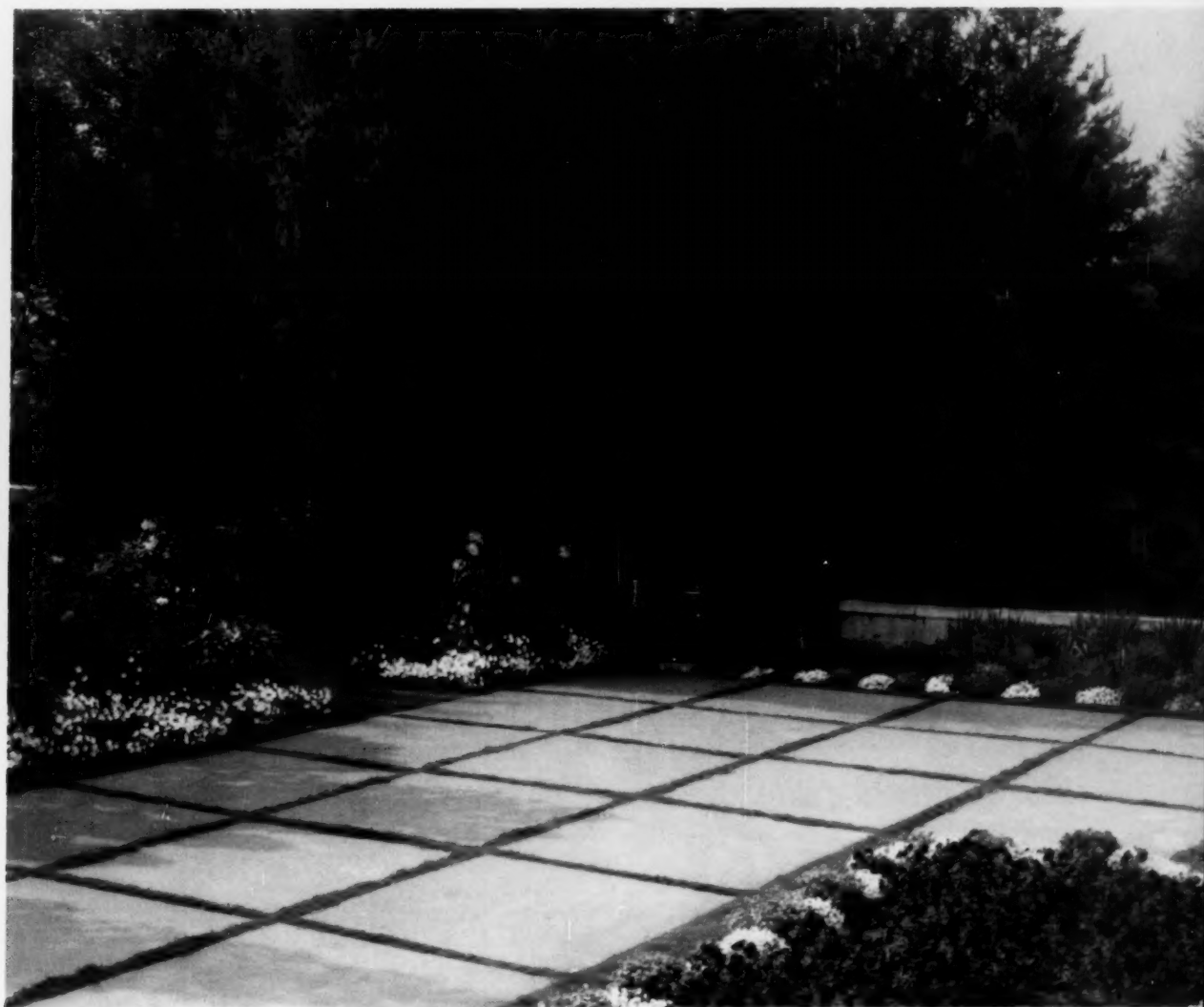
4422 n. ravenwood ave.

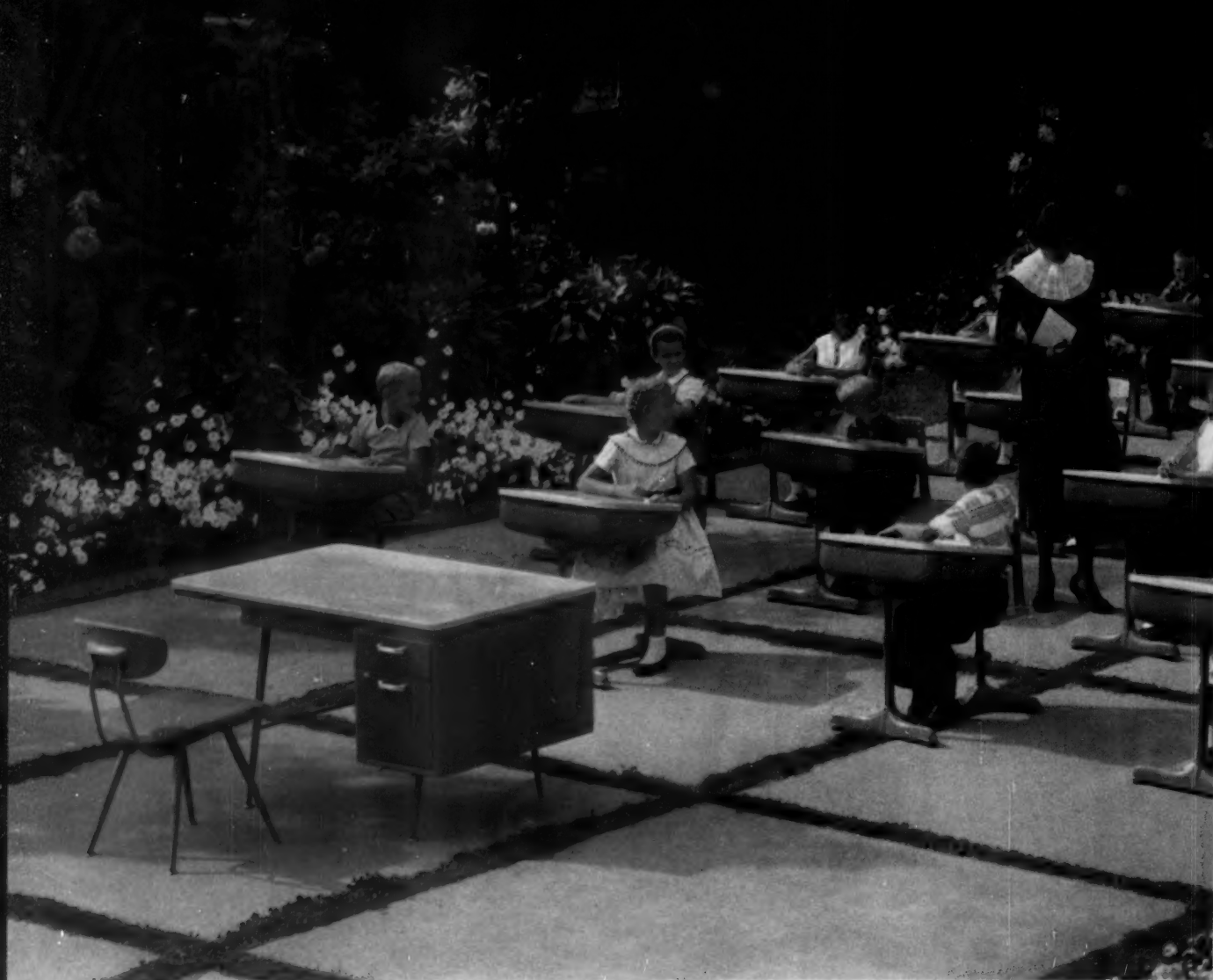
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The NATION'S SCHOOLS

1

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OUTDOORS...





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Looking Forward

Learning More About Life

WE WONDERED how *Life* magazine got its pictures of alleged "typical" high school students in Chicago. Thinking that you might have wondered, too, we asked the school administration for a statement. To David Heffernan, spokesman for Supt. Ben Willis, we directed the question: *Did Life magazine clear through you or Dr. Willis to get the photographs used in the first of its series of articles on education?*

Mr. Heffernan replied: "*Life* did contact us, but not about the pictures taken at Austin High School [the photographs of high school students featured in *Life*, March 24]. Over a week end, *Life's* representatives approached the principal of Austin High School and selected a student on the basis of his being an average pleasant boy who was interested in the social life of his community."

What do you think about the photographs?

"I think it was fairly obvious that *Life* took a series of pictures that would prove the basic points of the article used in the story. They were not matching a Russian boy and an American boy of equal capabilities. They established a premise and then set out to prove their point."

Is that objective reporting?

"Not as I understand the term."

How would you handle a similar request?

"We do not practice censorship, nor shall we do it in the future. I do not believe that we should use an experience of this type as a reason for noncooperation with the press."

*Do you think that some good may come from the *Life* story?*

"After the uproar that followed this story, I would venture to say that the editors of *Life* have done some soul searching. I believe that *Life* will profit from this experience. Next time they make comparisons, I should expect them to match apples and apples, not avocados and pears."

James B. Conant, president emeritus of Harvard, also thinks the current fad of comparing Russian and American forms of education is "ridiculous." Replying to a question from Edward R. Murrow during his "Person to Person" television program, on which Dr. Conant recently was a guest, the former ambassador to Germany said:

"To compare education in a *totalitarian* country with education in a *free* country is ridiculous, if I may say so. To compare the education of a boy in Russia with

the education of a boy in this country is like comparing the status of a *skilled worker* in the Soviet Union with that of a skilled worker in the United States."

Knowing how *Life* operated to get the story, and sharing Dr. Conant's opinion that its comparisons are ridiculous, what should one say about the appeal that was sent to members of the National Association of Secondary-School Principals, urging them to "question the continuation of subscriptions to the *Life* and *Time* publications in your school as long as they have an attitude in policy inimical to education?"

The letter, signed by the president and executive secretary of the association, directed attention to some "statistics grossly in error" in the article, and asked: "How can we believe any of the other statements he [Novelist Sloan Wilson] makes?"

Frankly, we think there is a better way to meet the situation. The old adage still holds true that two wrongs do not make a right. To suggest that a publication be boycotted because it expresses judgments contrary to our own is to deny one of the principles of freedom, namely, the freedom to express opinions. The letter gave the *Wall Street Journal* an opportunity to accuse school people of being "reactionary liberals" and to assert that "many who profess a broad attitude nevertheless show little tolerance when their ideas are challenged."

We share the disappointment of secondary school principals that these influential publications have excited the prejudices of their readers instead of bringing to them unbiased information about the schools and their problems. But the proper recourse for the educator is to use all the means at his disposal to get the facts before the public and to request that errors and misquotations be corrected.

However, the solution is not that simple. Magazines criticizing education usually publish opinions based on half-truths. The content is carefully planned to reach a predetermined conclusion.

Even so, we doubt that the letter from officers of N.A.S.S.P. represents the thinking of the great majority of educators or of their own associates in Washington. More likely most of us are in accord with the judgments expressed by William G. Carr, N.E.A. executive secretary. Addressing the American Society of Newspaper Editors, on April 18, Dr. Carr defended the right of the press to criticize. Said he, "I do not question the right of citizens, including newspaper

editors, to evaluate their schools. On the contrary, I affirm that right, and in addition I declare it to be a duty. I hope, in the same way, you will agree that teachers, who are also citizens and taxpayers, should not be excluded from having opinions on this subject and expressing them with vigor." But, warned Dr. Carr: "Unjustified attacks can destroy public confidence in education itself at the very time when good will, cooperation, and reason are necessary if the schools are to be improved."

A man who deals with the daily press in a metropolis like Chicago could be cynical and pessimistic about newspaper and magazine criticisms. But Mr. Heffernan, whose title is assistant to the general superintendent, is philosophical. He cautions educators to realize that "it is not easy to understand the ramifications of educational programs throughout the United States. Providing for each child in keeping with his talents is not explained quickly or glibly. We shall have to be patient as mass media and people in education learn to communicate. Education is just coming into its own as a source of news. There are not enough educational news writers on staffs around the country. As a result, we shall experience some bad publicity with the good."

Serious Business

DON'T miss them—the two articles on education in *Business Week* (April 19 and April 26). They present an honest and challenging analysis of the real problems of public education today. The two articles total 16 pages of significant and reasonably accurate information, organized around penetrating questions rather than prejudiced panaceas.

The first article asserts that "we have put practically all U.S. youngsters into high school and have never made up our minds about what we ought to teach them."

The confusion is traced to the fact that our schools, in theory, are based upon a philosophy which we do not fully practice. We say that we believe in universal free public education. This means that schools, including the high school, serve all children. "The public school," observes the author, "is the only secular institution that shares with Christianity the conviction that all souls are worth saving." Thus, he says: "The paradox of dealing with the whole range of student ability and yet remaining classless, coeducational, nonpartisan and secular is still unresolved. There is good reason to think that the more able students are getting short-changed or being allowed to short-change themselves. At the same time there is evidence that the less able are not getting the things they really need most."

The article does not ignore or minimize the fact that public schools financially are on "a shaky base" and that pay and standards of competency for teachers are too low. But it says: "The weakness in U.S. education is not just a matter of classroom shortages or inadequate finances. It also involves a basic question of what the schools are trying to do. . . ."

"The strong medicine of academic challenge that Lynd, and Bestor, and Robert M. Hutchins, and Stringfellow Barr prescribe may be just the thing that the bright student needs, but for the slow learner it would be a lethal dose. The real task of the schools is to

design a program that is flexible enough to accommodate both the boy who is going to college and the boy who is going to work in the filling station."

Federal aid enthusiasts may be disappointed that the magazine does not propose federal grants as the ultimate solution. However, the article does recognize that "the trouble with public school finances is they lean far too heavily on local real estate for their revenue and the taxing power of the state does not put enough financial muscle behind the schools."

But, it concludes: "With or without federal aid, spending for education will go up. The school-age population is growing faster than the tax base; just to maintain present quality, such as it is, the U.S. will have to spend more. The real question is whether it will spend enough more to get the improvement in quality that it needs."

The second article also is commendable. It describes rather completely the Hagerstown, Md., attempt to discover how much and how well a child can learn by TV and concludes that, "for the present, the verdict must remain open." Likewise it recognizes values in the use of teaching films and sees a limited use for teacher aides.

Most challenging is its suggestion that education "has failed to exploit two great concepts that have revolutionized almost every other aspect of life—the concepts of specialization and of technological progress." It describes the belief of some educators that the school of the future will be built around the teaching team: subject matter specialists, psychologists, guidance experts, and teacher aides.

The second article tackles rather successfully such philosophical questions as: "What is a teacher? What's ahead? Who's to be educated? What is education?"

The conclusion of the series is both comforting and disconcerting. The authors state: "It probably is safe to say that there is nothing the matter with U.S. education at this moment that can't be fixed by spending more money judiciously and by applying the best of the existing education techniques."

"But looming up in the not so distant future you can see the outlines of some problems for which the answers are not so evident," such as: How can education keep pace in a world that offers too much to be learned?

Quotable

ALTHOUGH remedying the classroom shortage is more important than any other form of public works, this [federal aid for school construction bill] is not a measure primarily to combat the economic recession. It is a measure to help defeat the intellectual recession, or what will surely become one if we do not take large and imaginative steps in the very near future. . . . The education of American youth is possibly our biggest national emergency. It will cost more money than most of us have dreamed of; but this is something that we will have to face up to as vital to our national existence.—*The New York Times*.

The Editor

THE NATION'S SCHOOLS

C. C. Trillingham, the
new president of A.A.S.A.,
expresses his views on

THE OUTLOOK FOR SCHOOL ADMINISTRATION

CLEAN living and plenty of California orange juice" are Trilly's own explanation for his happy way with people. Other reasons for the popularity and professional achievements of C. C. Trillingham are evident in this interview.

During the A.A.S.A. convention at San Francisco, the editor and his wife invited Mr. and Mrs. Trillingham to breakfast at a hotel on Nob Hill. Over the ham and eggs—and California orange juice—the editor plied with questions the man who eight days later was to become president of the American Association of School Administrators for 1958-59.

Verbatim quotations from some of his replies and summaries of his points of view follow.

• • •

"Four things have made America a great country. One is our system of constitutional government and the Bill of Rights. The second one is our system of free economic enterprise. It's competitive and has resulted in great productivity and high standards of living. The third is our system of universal education. The American people apparently want all their youngsters to have an education, and that's pretty basic if we're going to govern ourselves. The fourth one is probably the cornerstone of the structure, our system of Judeo-Christian ethics which gives us direction and motivation and purpose.

"The interesting thing is that all four systems go along together. If you pull any one of them out from the structure, the others probably will tumble. If we're going to prepare our people to participate in our economy and government and have the right motivation, the schools are pretty important in shaping them for it."

• • •

Dr. Trillingham was asked his secret of successful delegation of responsibility. "That's a big order," he replied. "We all have seen instances where the administrator has simply been unable to relinquish the reins to anyone else. Consequently his principals and the other staff members have felt thwarted and have left his program. He has killed himself off in the process and has lost his friends.

"I don't know what the secret is, whether it's something you can develop or whether it's the way you're built. But as an organization becomes more complex, it's utterly necessary for the administrator to delegate responsibilities and give his attention to major policies and coordination.



Residents of the nationally known community of San Marino, Calif., where the Huntington Library and Museum are located, include the new president of the American Association of School Administrators. Seen here on the lawn of their home at 561 Santa Anita Ave. in San Marino are C. C. Trillingham, his wife Mildred, and daughter Doris. Their home is just 12 miles from Trilly's office in Los Angeles. It was the first year of teaching for both Trilly and Mildred Anderson when they met at Cimarron, Kan., in 1921. They were married in 1923, and lived in Kansas until 1930. He was superintendent at Scott City (1923-24) and St. Johns (1924-30). Mrs. Trillingham is president of the United Church Women, an organization representing 11 churches in two communities. Both mother and daughter are interested in music. Mrs. Trillingham having been a music teacher. Doris was heard in her own piano recital May 10. She is a senior at San Marino High School and plans to attend the University of Redlands.

"In our organization we have done a pretty good job of delegating to three men: One has the responsibilities for curriculum and instruction; another for finance and business operation, and the third for what we call field assignments and special services. These men have under their wings the various divisions of the personnel and are probably responsible for 90 per cent of the operation of the office. We meet as an administrative cabinet and discuss problems and policies and keep one another informed so one of us won't get played off against the other. An administrator must not be afraid to get good men under him for fear they'll take over his job. I take the attitude that if I can get three good assistants, they make me look good. So, in the first place, it is important to have top flight personnel; in the second place, it is necessary to delegate and to give credit.

Teaching Experience Makes More Competent School Administrators

Dr. Trillingham holds that some knowledges, skills and competencies must be developed by the school administrator as part of a profession that goes beyond classroom teaching.

Perhaps California laws are more complicated than those of many states, Trilly says, but a novice would be completely lost in trying to operate a school without considerable background in school law. The same might be said in regard to school finance. And increasingly the school administrator has to be versed in public relations.

The Los Angeles County superintendent agrees with the critics who lament the duplication of education courses. Some courses can be so thinned out and overlapping that they do little good.

However, he endorses the idea of internship as part of the training of the school administrator. The intern gets a chance to follow through the kind of problems the superintendent faces daily. He gets an understanding of the rôle of the superintendent and the rôle of the board.

Some school administrators have done well without teaching experience, he admits, but in general he regards teaching experience as a prerequisite to school administration. The whole business of curriculum development and the relationships between various fields of the curriculum are pertinent here.

Business Manager Needs Understanding of Educational Program

Should a school business manager also have had training and experience as a teacher?

Mr. Trillingham has this answer: "Well, it's part of the philosophy of my organization that the assistant superintendent in charge of business be a credentialed person, and he could not get his administrative credential unless it was based on a teaching credential. It is difficult for a man to make decisions on purchasing and planning and school housing—to make intelligent decisions—unless he knows what the schools are for and what the educational program is."

At one of the recent A.A.S.A. conferences, superintendents on the panel were discussing the idea that all types of people who have any responsibility in the school enterprise ought to sit around the same table in planning, particularly in planning those things that have to do with policy.

Someone from the audience spoke up: "Does that mean that you believe that the school custodians ought to sit at the same table?"

One superintendent answered: "Yes, custodians need to be represented because today a custodian needs to know what kind of program he is sweeping up after."

Teachers Who Influenced Him Most Practiced Respect and Religion

Everyone remembers the teachers who influenced his life most. Dr. Trillingham recalls three. Let's hear about them in his own words:

"I remember the superintendent in the very small Kansas town where I went to high school. There was something in that man's make-up that made us feel that if we went too far, boy, we'd have to pay. As a consequence, we looked up to the fellow. He never jumped on anybody unduly.

"One of the public school teachers I admired most also was my Sunday School teacher. I remember one time she said: 'Boys, when the going gets tough (and superintendents have those times) and there seems to be no answer to your problems (and some of a superintendent's darn problems don't seem to have answers),

you have to *pray* like it all depended on God and *work* like it all depended on you.' Then she developed the concept that some people are willing to pray and not do anything for themselves, leaving it up to the Almighty to solve the problems, and others work like horses and leave the Almighty out. But hers is the unbeatable combination.

"At the college level the most inspiring teacher I had was a biologist. He had written a textbook and was quite well known in our part of the country. The course I took from him was called 'The Biology of Human Affairs.' I had never heard anything before like it. This fellow was something like Robert A. Millikan. He was a Sunday School teacher at college, and he had 50 or 60 freshmen in his class, and you know the usual battle between science and religion. As quite an eminent biologist, he influenced me a bit when he said: 'You know, science consists of the Almighty's laws that man has discovered up to date.'"

Can't See Civil Service for Superintendent Yet; Long Contracts Help

"I'm asked what I think about the hope and dream of some superintendents for tenure. There are many school systems across the country where the tenure of the administrator is virtually as good as if he were on civil service. But I can't see the civil service concept for some time.

"Some states have worked out longer terms for contracts than others. In California, it's the responsibility of the board, at least six months before a contract expires, to indicate if it does not expect to renew the contract. Unless the board so indicates, the contract is automatically renewed for another term of four years. This has tended to improve the tenure and stability of the superintendent.

"The question of how to improve the tenure and add to the stability of the superintendency has always been before us, but I think that the work of the Committee for the Advancement of School Administration is a move in the right direction.

"School administrators of this country are facing the necessity of making certain that their own members are properly prepared for good school administration. The time will come when it will be assumed that most of the positions in school administration will be filled by people who are adequately trained for the job.

"The executive committee of the A.A.S.A. is proposing that within a reasonable period of time one of the requirements for membership in the American Association of School Administrators will be that a person has had at least two years of suitable training beyond the bachelor's degree before he can become a regular member of the organization. We feel that the profession itself has to establish its own standards and hold to them."

Retirement Laws Need Flexible Interpretation; Can Learn From Business

Dr. Trillingham believes that compulsory retirement regulations sometimes end the professional career of teachers too soon. In California, retirement restrictions have been modified to permit boards to hire teachers for another two or three years. This provides additional manpower when these teachers are really competent. Rather than face the music of retiring the person who isn't competent and retaining the competent, most school boards let all the older teachers go, he observes.

"Here's another angle I'd like to mention," the Los Angeles County superintendent volunteered. "In big business, after a president has given himself rather extensively to the organization in front-line activities, and while he still has some good years left, he is made chairman of the board. I've talked about this to school people. I don't know just how the idea could be implemented but, instead of waiting until the fellow is ready to fall over, why couldn't we capitalize on his know-how and experience while he still has a lot of steam left?"

"Does business have something here that school administration should look into? This is dangerous talk, I know, because you may say that when a new superintendent is brought in and the old superintendent is still in town, everybody will run to the old superintendent for advice, and the first thing you know there's disharmony."

Good Communications, Advisory Council Improve Internal Teamwork

Like many school superintendents, Dr. Trillingham brings home a pile of papers and reports in an effort to keep up. He tries to farm out the responsibilities, let people carry out their work, and adhere to a program of communication. However, whenever any member of the Los Angeles County administrative staff is dealing with a problem of some consequence or a policy matter, or is communicating with anyone in or out of the office about an item of business that has some relationship with someone else in the office, a copy of that document is made available to the other person.

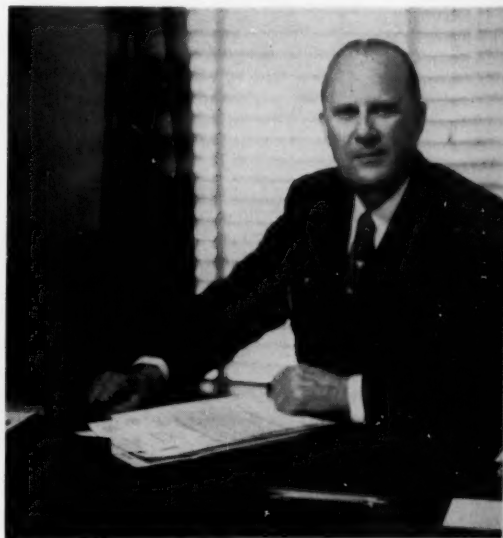
There's no substitute for communications, Dr. Trillingham maintains. "People are down on what they're not up on." Many misunderstandings develop when someone is doing a job but is keeping the facts to himself, for others who might be able to help in its solution don't know about it. That's a problem all school superintendents face in a big organization.

To improve the internal teamwork in the Los Angeles County office, an advisory council has been established. Each division in the office selects its own representatives and they in turn select a chairman. The function of the advisory council is to do a little frontier thinking. The council appoints committees to study problems, and it sponsors an annual fall conference for personnel. But, in the last analysis, it is advisory to the superintendent, not administrative.

"Monthly, at a general staff meeting, we usually have some segment of the program reported on. For example, at a recent monthly meeting, some of our staff and their allies from the probation department explained how we take care of problem youngsters educationally in the county."

For a superintendent to keep informed is a constant battle, Dr. Trillingham declares. "We can never keep completely informed. We have associations of our school administrators,

we have members of our staff who work on executive committees, and each spring we have groups of meetings out in the school districts where the county is divided geographically. The administrators meet with us and we figure out what we ought to be doing, and what we should do better, and where we're pawing at air unnecessarily. Right now we're looking at educational television in a big way."



CLINTON CONROY TRILLINGHAM is a Hoosier schoolmaster by birth only (Clinton, Ind.). He attended public schools in Oklahoma and Kansas, and received his A.M. and Ed.D. degrees from the University of Southern California. He has been Los Angeles County superintendent (a civil service appointment) since 1942, after having served eight years as assistant superintendent for secondary education. Its staff of 280 people serves 107 school districts. His district is the intermediate agency operating between the California State Department of Education and the school districts of the county. It represents one of the most advanced developments of the intermediate unit. In addition to statistical and accounting services for the state department, its activities could be classified under the areas of personnel services, publications, inservice education, audio-visual aids, special education, statistical and research, and administrative consultant services. Dr. Trillingham believes that "in the next 25 years one of the great developments in American education will be the emergence of the county or intermediate unit. As a resource agency, it will make available coordination and consultative services to all districts in the county as well as the usual direct services to the smaller districts."

DEADLY DECISIONS

"There always are people who will insist on seeing the head man. They have to talk to him. I have the policy of talking to anybody about anything if an appointment can be worked into my schedule. But no decisions will be made unless the staff person responsible is brought into the conference. It's deadly in an organization when the boss begins to make decisions on those phases of the program that he has delegated to others."

Use Team Approach to Solve Merit Rating With Cooperative Evaluation

Business people and board members these days are interested in merit rating, Trilly recognizes. He likes better the connotations of "cooperative evaluation." The problem implied by the term "merit rating" requires the team approach—by lay people, particularly board representatives, administration, the teachers themselves, other staff members, and unclassified personnel. It isn't anything that one segment of the profession is going to be able to impose on the other—that he is certain.

"One of our Los Angeles County school districts," Dr. Trillingham relates, "asked a consultant, who was a pretty sharp psychologist, to describe for the teachers and the administration the various kinds of merit rating. He started asking them some questions. Instead of one meeting, this involved several meetings, and before they were through they got entirely away from merit rating of individual teachers to a study of the instructional program. They started focusing on their job, and this resulted in improving individuals. That's really what I mean by cooperative evaluation."

Dr. Trillingham relates that today's teachers are ahead of those of his childhood because of their knowledge of how young people grow and develop. Los Angeles County has a study group project on child growth, development and behavior, sponsored by Dr. Trillingham's office. There are about 50 of these study groups in the county, made up of from 12 to 18 teachers each, and they have been meeting for two hours every other week for three years.

Predicts Progress for Junior Colleges and District Reorganization

Naturally, a Californian would be interested in the extension of the junior college movement. And Dr. Trillingham is greatly interested. He predicts that every square inch of Los Angeles County, with its enrollment of 1,300,000 in the public schools, will in the next five years be a junior college district. In that state the junior college is a part of the public school

JUST SITTING AROUND THE TABLE

"If a fellow just holds himself aloof from the boy scouts, the community chest, and the service clubs, for example, it means that people don't know him. Then when the chips are down, he doesn't have the reservoir of understanding and good will that are needed. Just sitting around the same table and calling the other boys by their first names gives the superintendent a chance to find out how they feel about the schools. Sometimes somebody will say, 'Trilly, is it true they don't teach spelling any more?' That gives me an opportunity to get into a little discourse about education, and usually there is more understanding when we get through."

system and receives state support. Trilly also regards as acute the district organization problem. If we want more science taught in the high schools, one of the answers is for the smaller and weaker districts to combine their resources. They can then produce a better all-around educational program. In this area, he sees much progress being made.

Lay Advisory Groups Extend Board's Influence; Ad Hoc Committees Best

Dr. Trillingham regards the lay advisory movement as wholesome. Safeguards are essential in setting up these citizens committees, he admits, and when such safeguards have not been set up the idea has backfired.

"It doesn't mean that a school board is running away from its responsibility when it employs representative leadership in the community to extend its thinking, its knowledge, and its influence in the community," Dr. Trillingham asserts. "When a citizens advisory council has been successful, there are four important reasons for it:

"First, it has been organized on the invitation and with the approval of the board. Second, it is really a representative cross section of the community, not just loaded with certain elements. Third, it recognizes the board as the legally constituted authority, and fourth, instead of coming in with gripes, final answers, axes to grind, or special programs, it comes in with an open mind and operates as a study group, getting all the background on a problem before passing judgment.

"The advisory council or committee is a way for the board to extend its influence in the community. When you've got a battle on your hands, it's too late then to organize a citizens group.

"In our part of the country the trend is to use ad hoc committees."

Integration Will Be Solved on Educational Long-Range Basis

Another exceedingly serious problem that the president of A.A.S.A. does not dodge is integration. It is not just a problem of the South, as he knows from personal experience. He reports:

Some 1800 Negroes come to Los Angeles monthly. During the summer months an average of five Negro teachers a day come to the county superintendent's office seeking employment. They just drift in, along with 35 or 40 white teachers.

Only 12 or 13 school districts out of the 106 in the county employ Negro teachers. The superintendents say to the county superintendent: "We're now ready to employ strictly on a merit basis, but we're afraid of the board." The board appears broad-minded, but it is afraid of the community. Board members say they have enough problems without picking up this hot potato. So the tendency in the county is to dodge employment of Negro teachers, and a ready source of good teaching material is lost.

"It's my conviction that this business of integration will be settled on an educational, long-range basis," Dr. Trillingham said. "Neither force nor legislation is going to change the nervous systems of the people, the convictions of the people. I suppose the concept of 'with all deliberate speed' can be interpreted differently in different parts of the country.

"In the course of time, there may still be a possibility that, instead of the courts and the military attempting to solve the problem, the U. S. Office of Education, the colleges and the universities, and the public schools may be allowed to resume the teamwork that existed before the Supreme Court decisions. Whatever the answer is, the problem is serious, and we've been taking a beating internationally.

Some Major Goals for A.A.S.A. This Year, With Emphasis on Service

The new president was asked to discuss some of the goals and activities on which he would like to see the A.A.S.A. concentrate during the next 12 months. He replied:

"It's my own point of view that the A.A.S.A. should increasingly become a service organization to the local membership and to the state associations of school administrators. We recognize that education's problems aren't going to be solved in Washington or even in the state capitols, but rather in local neighborhoods where dedicated teachers and understanding parents are working together for the benefit of youngsters. Yet there must be some national voice, and we think the American Association of School Administrators is the logical organization to represent administration, working with the National School Boards Association, the National Education Association, the National Congress of Parents and Teachers, and other similar organizations. Related, of course, is the U. S. Office of Education. We think that it is better for these various organizations, through their executive committees, to be working on what might be regarded as national policy rather than having a national policy emanate from a federal unit of government.

"Specifically, one of the great problems that faces the A.A.S.A., and I suppose it's perennial, is the problem of adequate financing of public schools. If we're going to reduce class size, if we're going to attract and hold the right kind of people in the profession, if we're going to provide more adequate counseling to guide youngsters into the right pigeonholes, we're going to have to have more money. We know there's opposition to federal aid to education in some quarters. In other instances, local property owners are beginning to say that they've had enough.

"That leaves the state as the main source of revenue, but it probably means that we shall have to try to find some other tax sources beyond local property.

"The other problem which is in the limelight now is the curriculum. This second problem is of more consequence now than ever—although it's always been a problem—because the schools must meet the needs of the country in this time of technological development. We must neither ignore

this problem on the one hand nor panic into a crash program on the other. If we continue the usual deliberation, and study and earnestly try to improve, I think we'll be in pretty good shape."

A third problem, as the new A.A.S.A. president sees it, "is to continue to improve and refine the relationships that the association has with some of its allies, particularly with the National School Boards Association." After all, these two associations are teammates in a common enterprise, he says. "This may be dynamite, but I'll say it anyway—the fact that the National School Boards Association has launched upon a program of conducting its own separate national conference indicates the growing strength and size of that association, and that's all to the good. If, however, holding a separate conference results in school board members of the country getting together by themselves in an attempt to determine problems of merit rating, 12 month schools, and curriculum matters, without the fellow who's going to carry out the policies and who's going to bring in the best thinking of the profession to them, some trouble could result. I'm not particularly fearful of this, but I'm saying it's a hazard."

Appropriately, Mrs. Trillingham Has the Last Word

As time drew near for the close of the interview, the editor proposed that Mrs. Trillingham have the last word. He said:

"In these days, the administrator is so busy, he's away from home so much and has so many worries that it seems as if the superintendent's

wife—like the minister's wife—carries part of his responsibilities. Now I'm hoping, Trilly, that you will comment on the rôle of the superintendent's wife and then we'll see if Mrs. Trillingham agrees."

Mr. T. responded: "Well, I think I've been very fortunate. Throughout the years, about 35 of them, Mrs. Trillingham has kept the home fires burning, and there has never been any hesitation on my part as to her rôle and her place as a member of the team. I haven't burdened her too much with school problems, but sometimes when I'm a little bit tense, I get sympathy and help. But I'm very serious in saying that never have I had any fears or hesitation about what she was doing and, I hope, vice versa.

"After our daughter graduates from high school this year, I hope that my wife and I can team up on some things that have kept her at home when I've been gone. While she's been raising the youngster, I've been out working with the boy scouts and the Y.M.C.A., serving the Lion's Club and American Legion and a lot of other groups in the community. They're important and I think all of these things are inherently a part of the work of a school administrator in the community whether he wants to do it or not. It's fortunate for us when we like to do it."

"And now, Mrs. Trillingham, you really have the last word," said the editor.

Her reply was gracious: "I think I have one of the nicest and finest husbands that anyone could have. When he's away, I never fear of what is going on. I always hope that I back him up, and keep things going at home so it will be pleasant for him there. I am a good listener, maybe sometimes make a few suggestions, but everything is in harmony. It's fun to work with him and to keep things going, so he can do his best."

ACCEPTS RESPONSIBILITY WITH HUMILITY

Concerning his new duties the new A.A.S.A. president said: "To be A.A.S.A. president is a huge responsibility. I move into the job with real humility and with a desire to measure up to the confidence that people have expressed in me.

"There isn't any magic any one individual or even an executive committee can perform, but we have a good group of people working for the organization. I hope that increasingly we can be a real service organization—to state associations and to local members. Maybe some of the things we do may tend to upgrade the superintendency, through selection and preparation. I hope the better practices developed in some communities can be extended to other communities. I want to keep close ties with the N.E.A., the N.S.B.A., and the Parent-Teacher Congress.

"And the publication you make available to the administration of schools—by George, it's a service of extending information and inspiration we would be hard pressed to do without."

EYES ON WINNETKA

Ayes in Winnetka election give career teachers

salaries and supplementary benefits

that can reach the levels of other professional groups

An interview with S. P. MARLAND JR.

by MILDRED WHITCOMB

LEADERS grow on trees along the pleasantly shaded streets of Winnetka, Ill.—business leaders, industrial leaders, social leaders, professional leaders. The bushes are full of them, too.

These leaders do not exhaust their full energies at their executive offices in Chicago to which they commute via the Chicago and North Western Mondays through Fridays. The generous remnants of their competence and zeal many of them donate locally.

This explains why this suburb was among the first towns in the nation to inaugurate a council-manager form of government. It pioneered, too, in owning and operating its own power and water plants. Early, it established a Community House, a sort of locally operated Y.M.C.A. to which town-folk, young and old, flock for purposes creative and recreative. Certain of its churches perform stupendous feats of fund raising, pouring the golden proceeds into the capacious welfare pockets of metropolitan Chicago, from which source Winnetka citizens draw their high bracket incomes.

Civic pride in this North Shore suburb also focuses on its elementary school system. "Many families appear to expect from the public schools the individualized attention and educational opportunities afforded by pri-

vate schools," the superintendent of schools asserts. And, by and large, they get what they expect.

Carleton W. Washburne put Winnetka schools on the map of North America during his administration, which stretched from 1919 to 1945. Under his direction school children took their first steps toward "social adjustment." Under his direction Crow Island School was constructed, the forerunner of modern school plants.

Others carried on and have added to his achievements. The gifted and the disturbed have been discovered and are being appropriately dealt with. Pupil organizations flourish—insurance companies, unions, cooperatives, bank operations, production. These have attracted national attention and inspired many classroom teachers.

It was in September 1956 that Sidney P. Marland Jr., fresh from the schools of Darien, Conn., took over the Winnetka superintendency. Here is a man who returned to education after World War II with just one idea—the elevation of the place of the teacher in the American culture.

Dr. Marland has a willing board, and soon it became dedicated to the same great purpose. He recognizes and the board recognizes that \$\$, \$\$\$ are one of the principal forces in put-

ting teachers and teaching on a par with other lifetime careerists and learned professions. They both know more—that the kind of people and the kind of nation we shall become depend upon attracting a fair share of the ablest and finest persons of each generation into the teaching profession and making it worth their while to stay until they grow to full professional stature, perhaps heroic stature.

In May 1957 the Winnetka Board of Education carefully selected a 13 member Citizens Advisory Committee on Teacher Salaries. At the head of this committee was placed James C. Worthy, a Sears Roebuck vice president and a man deeply concerned with education, local and national. Mr. Worthy quickly inflamed his committee with the same strong desire: Privileged Winnetka must show the nation that first quality education and first quality teachers are democracy's one best hope.

Less than a year later, on April 12, 1958, so competently and zealously had this committee performed its study and informed the community of its findings, the citizens passed by a vote of almost 5 to 1 a referendum that will make a teaching post in Winnetka one of the most rewarding—financially and professionally—of any city in the nation.

S. P. Marland Jr., superintendent of schools at Winnetka, Ill., started his career in education as a teacher of English and speech in West Hartford, Conn., where in 1940 he was elected "outstanding teacher." After acquiring his M.A. at the University of Connecticut, he became superintendent at Darien, in 1948. Two summers at Harvard were followed by work on his Ph.D. at New York University, a degree he earned while school head at Darien. Between teaching and administration he spent five years in the army.



Lieut., Capt., and Col. Marland was responsible for training some 40,000 officers and men in combat; too, he was operations officer for five campaigns in the Pacific. Out of uniform, he noted signs of deterioration in teaching and decided to return to the profession and dedicate himself to lifting the place of the teacher in our culture, aware that higher salaries are a part of it.

Voters increased the ceiling on the tax levy from \$1.25 to \$1.40, the limit under state law. The net effect of a resulting 4 per cent increase in real estate taxes will add enough money to the school budget to put the new salary schedule into orbit next fall. Beginning salaries are low by design (\$4200 is small for a town like Winnetka), but salaries can rise, according to an "incentive formula," by frequent earned steps to a potential \$12,000. These are elementary school salaries—for teaching junior kindergarten, kindergarten and Grades 1 through 8.

Nor is this by any means the complete picture. A four-compartment package of supplementary benefits will give Winnetka teachers extra insurance and retirement protections almost unique among school systems of the world.

Now lest every Tom, Dick and Mary in schools of education and the lower-salaried school systems throughout America start a march on Winnetka for a teaching post next fall, warning flags are already flying from the board of education offices.

NO PLACE FOR FAST BUCK

"In the first place," Dr. Marland makes clear, "Winnetka does not mean to proselytize. And those teachers who are merely looking for a fast buck will find no advantage in the Winnetka schedule." From Winnetka teachers to whom much will eventually be given, if they prove worthy, much will be expected—at once and through the years.

"We are interested primarily in the long-term teacher, the career teacher," Dr. Marland explains. "He or she must be attracted not alone by the salary potential but by the total implications of our philosophy and program. We put a high premium on creativity. We expect each of our teachers to turn his talents toward high quality teaching first, but also toward research and development. Our schools are to be laboratories for learning.

"Winnetka is highly favored. What would most superintendents give for a school system that has no building problem! We have ample facilities, and they are in excellent shape. Our tax and dollar problems are relatively manageable. Our classrooms are not overloaded; each teacher has 25 or fewer pupils. We have a rich supporting cast of specialists and consulting personnel.

"Being so highly favored, our teachers must feel a compelling obligation to direct their energies and talents to finding out, not only for ourselves but for the nation, many better ways to teach, better use of the teacher's time.

"I want our teachers to discover new and better ways to teach spelling, for example, reading rate, and much writing. We are, of course, interested in making our contributions to the more dramatic and colorful "modern" ideas, such as giftedness and technology. However, we feel there is much that we can do to improve conventional classroom practices.

"Men and women who are or will be teaching in Winnetka* should have flexible attitudes about the length of the school day, the school week, or the school year. They should anticipate some exploratory juggling in each of these categories. The faculty planning committee in Winnetka works very closely with the superintendent on all matters pertaining to inservice development, administration and organization. This committee of 14 teachers and principals is currently engaged in studying the new quality dimensions of the salary design and initiating experimental work in a number of fields.

"Teaching in Winnetka carries obligations well beyond classroom work. Naturally classroom work comes first; every teacher should be good and strong and enthusiastic and effective. But some of our people will possess additional energies and insights for the good of education in the United States that will find a focus through faculty committees. And faculty committee work may not mean just an extension of the school day. It may mean two or three weeks of concentrated work during the summer—either at the school or at some lodge or camp, where distractions and pressures are fewer and nature is fairer."

At present, the Winnetka teacher's Saturday is not sacrosanct. Dr. Marland doesn't favor an intensive pre-school orientation week for new teachers in the system. "Under the pressures and tempo of the moment, too many ideas pass the new teacher by," he contends. Instead, Winnetka teachers attend "orientation seminars" for six or eight autumnal Saturday mornings, and under planning and guidance of faculty gradually are inducted into the Winnetka way of life.

Even Sundays are not wholly free, for there are papers to mark and lesson planning to do, and an occasional conference or meeting or semi-official social event.

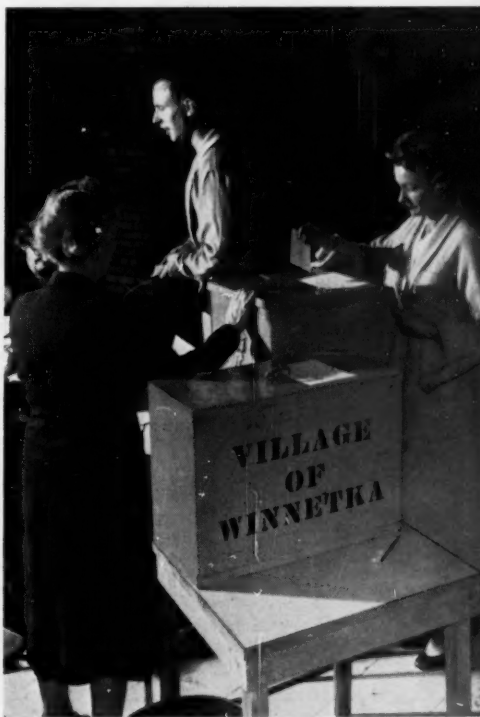
Partially to compensate for these more comprehensive claims on the teacher's time, Winnetka has one thoroughly delightful practice, which has not been abused. As a professional person, the teacher is permitted a day's absence now and then for personal reasons. He does not have

*Presently 79 women and 29 men; more men are desired for Grades 4 to 8.

to declare to the principal what he has in mind and it isn't subtracted from his sick leave; he just announces that he is planning to be away on a certain day and a substitute teacher is provided. When teachers are treated as professionals, fewer rules and regulations prove necessary, according to the Winnetka theory.

The new teachers' salary schedule is divided into two parts, the first of which (Table 1) is being implemented at once. The remaining steps (Table 2) will be put into effect annually hereafter, subject only to such deferral of full implementation as may be necessitated by statutory

Winnetka voters came out in full force on a spring day to register their 4.8 to 1 approval of improved teaching and teachers for the community's children.



limitations on the tax levy and to certain other defined conditions.

Supplementary benefits, which have been voted not only for teachers but for nonprofessional personnel, contain four features: (1) a retirement benefit at age 60, which consists of 1½ per cent per year of annual earnings in excess of \$8000; (2) total medical and health insurance, under Blue Cross-Blue Shield, and (after a \$100 corridor) an additional coverage of major medical expenses up to \$10,000; (3) a group life insurance policy amounting to \$5000, and (4) disability income, after sick leave benefits are exhausted. (Cont. on p. 42)

The supplemental retirement plan is paid for entirely by the board of education. Costs of group insurance and comprehensive medical and health coverage are divided equally between board and board employee.

The faculty welfare committee met periodically with the Citizens Committee during the year of study to give the laymen the benefit of their counsel. A number of teachers were interviewed individually by an expert personnel consultant on the committee. The Winnetka teachers have expressed very warm support and endorsement of the new design through resolutions addressed to the board of education and the salary committee, as well as to Dr. Marland.

Last year the Winnetka schools had 250 applicants for the 15 teaching positions that were open. Now that news of the new salaries and fringe benefits is getting around, the interviewing process is getting even more active.

"We have more applicants, of somewhat better quality, and with a greater sense of destiny" is the way Dr. Marland puts it.

"Our board recognizes that our new plan of teacher compensation intensifies the superintendent's responsibilities. He must select new teachers with initiative and high potential. And our new incentive formula de-

mands that, as a steward of public funds, he, with the help of his principals, must determine whether the quality of classroom teaching, the graduate study, the travel plan, the independent research, the writing or other creative professional work that each teacher undertakes and completes are of a caliber to warrant his ascent to the next step on the salary schedule." When, in accordance with the new salary policy, an expected salary increment is withheld, apparently the teacher can assume someone is whispering in his ear that the time has come to say good-bye. Dr. Marland sincerely believes the withheld increment feature will not have to be applied.

The breadth and depth of the teacher salary study can be judged from the fact that the committee's report to the board and to the citizenry runs to 73 pages. A limited number of copies of the report, which was summarized fairly extensively in *The Nation's Schools* for March, p. 104, can be obtained from the board of education offices in Winnetka for 50 cents a copy. In the presentation of this report to the local public, nature provided a touch of drama.

D Day was set for January 24. The big report was finished by the printer, and copies with a covering letter from Howard E. Buhse, board president,

had gone to the press under a release date of January 24. A block-by-block, house-to-house method of distribution had been worked out, with P.T.A. members carrying the document to each home. These volunteer "delivery girls" were not to tuck the report in the mail box or under the door. They were to ask for the mistress or head of the house and were to put the 8½ by 11 inch book into those hands only, with the words: "Here, read this," or some such neighborly admonition.

NOT DEFEATED BY SNOW

Distribution Day dawned—revealing a landscape laden with deep and impressive silence. For this was the day of the Big Snow of '58. Yet D Day it was, and there was no postponing it. Chicago and North Shore papers would have the story, and it might be so condensed as to be misleading. One wrong interpretation might sour a large segment of the voting populace, for this was the document leading up to the coming April referendum. At any rate, Winnetka citizens were due the courtesy of seeing the report with their own discerning eyes before they read about it in the papers.

Out of hall closet and attic chest came the bright blue ski pants. Out came the parkas or the scarlet headgear. Across the white and deepening snows a frosty-breathed army trudged. Tracking up to a drifted front door, they pushed the bell with tingling fingers. At nightfall, the snow still continued, but before, one by one, the porch lights went out on Winnetka's shrouded streets every home had its own copy of the teacher salary report.

During February or March each elementary school held a neighborhood discussion meeting. Not many people turned out, which the committee, board and school administration chose to interpret as a good omen. No organized hostility seemed to develop. Could it be that Winnetka alone lacks a lunatic fringe? Or were the local lunatics likewise overcome by the appeal to civic pride, by the clear toned call for Winnetka to set a salary and benefit pattern for the teachers of the nation?

Thus with quiet confidence President Buhse, Chairman Worthy and Supt. Marland awaited the April 12 referendum. Though winter had raged on January 24, now there blossomed a beautiful and caressing spring day. The election results were beautiful, too—4.8 to 1 in favor of improved teaching and teachers for the children of Winnetka and, perhaps, for the nation's children of the early future. #

Table 1—Teacher Salary Schedule Beginning September 1958

Steps	I A.B.	II M.A.	III* M.A. + 1 yr.	IV* Ph.D. or equal
1	\$4,200	\$4,500	\$4,800	\$5,100
2	4,400	4,725	5,025	5,400
3	4,600	4,950	5,250	5,700
4	4,800	5,175	5,475	6,000
5	5,000	5,400	5,700	6,300
6	5,200	5,625	5,925	6,600
7	5,400	5,850	6,150	6,900
8	5,600	6,075	6,375	7,200
9	5,800	6,300	6,600	7,500
10	6,000	6,525	6,825	7,800
11	6,200	6,750	7,050	8,100
12	6,400	6,975	7,275	8,400
13	6,600	7,200	7,500	8,700
14	6,800	7,425	7,725	9,000
15	7,000	7,650	7,950	9,300

Table 2—Additional Steps of Schedule With Dates for Implementation

Effective Date	Step	Col. II	Col. III*	Col. IV*
Sept. 1960	16	\$7,875	\$ 8,175	\$ 9,600
Sept. 1961	17	8,100	8,400	9,900
Sept. 1962	18	8,325	8,625	10,200
Sept. 1963	19	8,550	8,850	10,500
Sept. 1964	20	8,775	9,075	10,800
Sept. 1965	21	9,000	9,300	11,100
Sept. 1966	22		9,525	11,400
Sept. 1967	23		9,750	11,700
Sept. 1968	24		10,000	12,000

*The earned master's degree is required for salary advancement beyond the bachelor's column. However, other types of inservice work, including research, are recognized for placement in columns 3 and 4. Academically, degrees specifically are not essential.

Summertime

FOR THE SUPERINTENDENT

What do the superintendent and his business staff do in the summertime? What should they do? And how should they spend their vacations? These questions were asked several school administrators in various parts of the country. Here are their answers:

Time for Superintendent's Annual Spring Lecture

ERNEST G. LAKE, Superintendent, Racine, Wis.

SIGNS of spring are many. For some it is the first robin. For the teacher it is the first marble game. For the outdoor man it is the first trout catch. For the superintendent of schools it is that time of the year when his business friend or his fellow service club associate remarks (with an envious glint in his eye) "Well, it will soon be vacation time, what are you going to do this summer?" This brings forth in most of us an ugly grunt and a lecture on just what the superintendent does, besides manage one of the largest businesses in town.

First, those interminable staff resignations plague administrators until the first day of school in September. With other staff members on vacation this becomes an even more formidable task during the summer.

Second is the job of making sure that all state reports get properly done and in on time, before plans for the new school year take precedence over our time.

Third, a new fiscal year is upon you or about to be, with all the planning that is required for final adoption of a workable budget for the next year. Oh, yes, there are also the new projects we are either planning or building.

Fourth, each summer in most school systems brings more and more special summer projects: the summer school, recreation programs, remedial programs, programs for the gifted, and those special groups of teachers working on curriculum courses or in inservice workshops.

Fifth, each year more and more time is given to making the new staff member feel satisfied that he has made the right decision in signing your contract. The burden of this program in the summer is squarely on the superintendent's shoulders: to help in housing, to help plan the orientation program, and even to find jobs for the wives.

Finally, let's not forget he must catch up on that professional reading, those reports he was going to write for the board of education, those new rules and regulations he was to work out for the board, and that special report on the efficiency of the school system.

Yes, I did go on that vacation, but was I lucky to get those two weeks! My secretary didn't call me about those 10 resignations I had while I was out in Colorado!

Never a Dull Moment Winter or Summer

MARK SCHINNERER, Superintendent, Cleveland

WHAT do superintendents do during the summer? One thing most of us don't do—for myself I guarantee this—is take the summer off. I get three or four weeks off, and I go to a place which has no telephones or roads, and is available only by boat. Now, what do we do?

We operate two summer high schools, attended by about a fifth of our regular students, three elementary reading improvement schools, and 96 playgrounds.

It takes constant work to appoint teachers, principals and other personnel so that we'll have a staff in September. It is surprising how many people make up their minds during the summer that they won't be with us in September; hence, they must be replaced.

We always have new buildings or additions to buildings which must be equipped for opening in the fall. It is often "touch and go."

Our budget for the following calendar year must be finished during the summer for submission to the board. You don't take lightly the planning for the expenditure of nearly half a hundred million dollars.

We never let down our public relations during the summer. For instance, our TV program is on 52 weeks a year, and I'm on that program when I'm in town.

We have a large staff of teachers assigned to special work in curriculum revision during the summer.

These are just a few of the things that go on here. Now, actually, the superintendent doesn't do any of these things. But, it is not a bad idea for him to be around for troubleshooting and knowing what is going on. Also, scads of people always want to see the fellow if he is around. Seeing them during summer saves time next year.

There's never a dull moment here, winter or summer. If we can't keep busy, we just sit and worry.

Making the Budget



Board Meetings



Schoolhouse Planning



Would Like More Time for Professional Reading and Study

E. N. DENNARD, Superintendent, Waco, Tex.

DEMANDS made on a school superintendent's time vary some according to the size of school systems and communities, but the small school superintendent has very little help; consequently, generally speaking, he is busy during the summer months.

A brief look at my position brings into focus the following activities:

Closing out and wrapping up the year's work by completing the necessary records and making final reports.

Planning with school staff for the succeeding year.

Final preparation and adoption of budget.

Evaluation, selection and assignment of personnel.

General supervision of summer school, curricular services, and community activities carried on in the schools.

Maintenance and repair of school buildings.

Alterations and additions to existing plant.

Continuation of planning and construction of new buildings.

Planning and scheduling of regular curricular services.

Planning year-round inservice education program.

Orientation plans for new personnel and preschool conferences for all personnel.

Attending local summer workshops.

Attending administrators conferences and workshops on college and university campuses.

Personally, I should like to have more time to devote to professional reading and study and attendance at important conferences. Too, it would be nice to have a vacation occasionally.

Vacation Listed as "If, As and When"

L. FRAZER BANKS, Superintendent, Birmingham, Ala.

YOUR letter about what I do during the summer intrigued me. In fact, it intrigued me so that I thumbed through my 1957 datebook to see just what I had done.

Summer was a time of leisure. School was out, except for summer school, therefore, I postponed till summer those things which required contemplation and uninterrupted study. First we studied and evaluated reports from the various departments and committees for the school year just closed. We had conferences with staff members rounding out plans of some changes we wanted to make for the new school year.

There was participation in workshops and conventions rightly held during the summer: national, state and local educational associations, Parent-Teacher Association groups, and educational television. There were some matters of advisory and survey committees.

Summer was also a time for construction of buildings. We checked buildings already going up and urged everything possible be done to ready them for September openings. We decided upon furniture and equipment to go into each building, made specifications, advertised for and opened bids, made final decisions, and placed orders for delivery just before the schools opened. Then came final inspections for buildings we hoped would be ready.

In the meantime we started some new buildings—selecting and buying sites, choosing architects, and ap-

proving plans. This last item presented a little difficulty because we believe it is important to get the opinions of the principal and teachers and some members of the community before such plans are made finally. Contracts were let in an attempt to have buildings completed by January or, the larger ones, by the following summer.

During this time teachers who had told us in March and April they would be back the following year were changing their minds. Sometimes this was a sad change because of critical illness or death in the family. Sometimes it was a happy one with maternity as the reason. We still had to keep up with available prospective teachers in the various fields, and tried to select the best ones to notify them immediately when one of the summer vacancies occurred.

Of course, a vacation was listed as an "if, as and when" event. Last summer I eased my conscience over getting away from the office by the fact I made it an opportunity also to look in on what some other people were doing along the lines of some of our special problems, educational television, retarded children, and standard tests.

Summer is a time of leisure for which we postpone from the active school year many things we do not have time to do while school is in session. In fact, there's a tendency to postpone so much that summer becomes one of the busiest times of the year, one in which the superintendent is most active in evaluating, planning, and finding and hiring teachers.

Maintenance and Planning Programs Intensified During Summer Months

HENRY I. WILLETT, Superintendent, Richmond, Va.

SOME of my very good friends in Richmond, for example, at school closing time will say to me, in a joking manner, but with some evidence of reality: "Well, nothing to do now until September."

The truth is that it is easier sometimes for a superintendent to get away after schools open in the fall than during the summer. I have not taken a regular vacation of more than a week at one time for the last 15 years.

Well, let's look at a few of the things that concern superintendents in general, and me in particular, during summer months:

The school maintenance and repair programs are greatly intensified during the summer. They require decisions on the superintendent's level, and, of course, supervision of the staff.

Auditing appraisals and reorganization often accompany the usual end of the fiscal year activities.

The recruitment of staff personnel continues through the summer, and many of these decisions require the attention of the superintendent.

We usually have a variety of planning committees at work during the summer, covering many areas such as curriculum, school building, special projects.

Workshops for teachers and other staff members, of both a general and particular nature, are intensified during the summer months.

Much of our individual planning with staff members, including principals, is done during the summer months.

We operate summer schools, and the enrollments are increasing rapidly. We usually have several experimental programs going on in these summer schools. It used to

Public Relations



Hiring Teachers



New Buildings



be that attendance at such schools was primarily for those who had failed, but that is no longer true. The majority of persons attending these summer schools are attending because they either want to shorten their time for completing the school program or they wish to enrich their program by taking additional courses.

For example, this summer, in addition to the kind of thing just mentioned, we expect to offer a mathematics seminar, covering a five-week period, where teachers will be studying new technics in the teaching of mathematics and giving consideration to the revision of the content of mathematics courses. Also, we are planning science workshops for talented science pupils on the elementary, junior and senior high school levels.

During the summer I try to attend one or more conferences outside the state in order to seek increased inspiration, information and insights into the problems that face a superintendent. I am also called upon to make quite a number of speeches, and to serve as consultant at conferences during the summer. These, too, are perhaps more important from the standpoint of what I get than from what I give.

I should also point out that our normal activities go on during the summer, such as school board meetings. A reasonable amount of time is still given to community, civic and religious activities. I must be on about 25 commissions, boards and committees on the local, state and national level. Many of these activities carry over into the summer, and sometimes are intensified during that time. I do get some relief during the summer in the amount of time that I have to spend on the telephone.

I do think that perhaps one of the most serious aspects of the superintendent's job grows out of the fact that he does not take a reasonable amount of time for vacation, relaxation and personal growth and development in the areas other than professional education. Really, I do not have anyone to blame but myself for such a schedule, because my school board and members of my staff insist that I take more time off. However, most superintendents of schools, regardless of their ability, are conscientious, and it is difficult to find relaxation, even in vacation, if the pressures are great. I do think that the superintendent needs positive guidance in living with his pressures and learning how to relax in spite of them. It could even be that we think we are too important and fail to recognize that some things will continue to operate in spite of us and not because of us.

Turnover in Personnel Is Time Consuming Problem

PAUL D. WEST, Superintendent, Fulton County, Atlanta, Ga.

NO SOONER has the school term closed than the superintendent and his staff must accelerate the preparations, already begun, for the new school term.

The details of this planning vary with the individual superintendency; however, these are vernal activities common to all. Foremost among these is the problem of adequate staffing of schools, which cannot be disassociated from the superintendent. Present turnover in personnel makes this an important and time consuming activity.

The many details of rehabilitation of school plants require a heavy block of time on the part of the superintendent during the months that the schools are actually

closed. This problem is presently accentuated by construction of new plants, as such work is in progress the greater part of the time in all school systems of any size.

If there be those who ask when the superintendent can best and most conveniently take vacation time, echo will probably answer "when?"

Some Counsel for School Supply People

W. T. WHITE, Superintendent, Dallas, Tex.

REARRANGING housing, disposing of a growing scholastic population, selecting supplies and equipment, providing personnel are some of the many activities going on in the superintendent's office and in the offices of staff members in the Dallas school system this summer.

As a matter of fact, it is completely impractical for me to take a summer vacation. I took 10 days in April. That is as much time as I ever get. Sometimes I take a half day to play golf. Once in a while I leave town for a long week end, but extended vacations are out of the question.

School supply people and publishers should recognize that school administration and its burden of work are not on the same calendar as the attendance of children.

Free From Interruptions to Write Annual Report

EDMUND H. THORNE, Superintendent, West Hartford, Conn.

IN PLACES like West Hartford, where we have two assistant superintendents, an administrative assistant, and a supervisor of buildings and grounds, we are able to schedule vacations so that each one gets a minimum of four weeks. In some smaller communities, where a superintendent does not have any help, he finds it difficult to be completely away from the office for any extended time. If he takes a vacation, he may have a telephone installed so that he may be in communication with his secretary or board of education. He never does get a real vacation.

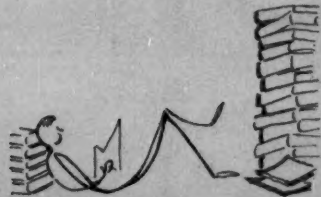
One of the things that keeps a superintendent on the job is the fact that there are resignations and teaching positions to be filled. When I was in charge of placement at Michigan State, I believe we placed as many teachers after June 1 as we did before. We are still hiring teachers in August or September, owing to last minute resignations for one reason or another.

Our board of education also meets regularly during the summer months. It is also during the summer that most of the major repairs are made to the school buildings—carpenters' work, plumbing replacements, roof repairs, and so on. Someone must be on the job to supervise this work.

As for myself, one of my major activities is to write an annual report for the board of education and community, in which I review the progress made during the past year and look forward to improvements that should be made during the coming year. I think this is one of the most important activities in which I engage. I am free from interruptions and distractions.

Our preschool conference is held during the last week in August, before school begins. At this time we try to acquaint teachers with our school system and community.

Professional Reading



Summer Conferences



Playground Supervisor



I would like to see a conference held following the close of school in June, at which time principals, supervisors and some teachers might be brought together to evaluate the work of the previous year and pool their ideas for improvements that should be made in our instructional program.

The summertime could also be used to prepare curriculum materials. I should like to see the time come when teachers could be employed on a year-round basis (with one month's vacation). The summer could then be devoted to work on curriculum guides, reviewing films, and other instructional materials. I think it is a mistake to operate schools by having teachers present only on the days school is in session, normally 180 to 200 days per year. Much valuable time is lost that could otherwise be used in planning.

People who are not used to work on curriculum materials could be used in a summer program for children, either instructional or recreational. I should like to see our typing rooms, shops, art rooms, and laboratories open throughout the summer for children.

I hope that all these activities I have suggested would not deny the superintendent an earned vacation. The

strains and pressures on a superintendent today are such that he should have a complete change of activity for at least four weeks of the summer and occasionally a week or two during the school year. I believe this is essential if he is to maintain his health and direct the schools in a way they should be directed.

School's Activities Don't Change During Summer

JAMES F. REDMOND, Superintendent, New Orleans

I THINK it is hard to tell whether it is summertime or some other season of the year in our central office, save for the fact that vacation schedule causes fewer people to be present to accomplish the required work.

The final phases for recruitment of new teachers, the preparation and adoption of the annual budget, and supervision and execution of summer maintenance projects are the only items that are unique to summertime. The other activities on through the year change not a bit during the summer months. I think a well organized administrative staff works equally well the year around.

Summer Program for the Business Manager

B. R. OOSTING, Business Manager, Hinsdale, Ill.

THE busiest time of the year for the school administrator charged with business responsibilities is during the summer months. This is a culmination point for plans on maintenance and repair of buildings, the replenishing of supplies, the installation of furniture needed for fall enrollments, the preparation for all school needs of pupils, teachers and staff members.

Summer vacations are becoming less frequent for the business administrator. The pressure of preparation for the incoming fall pupils has persuaded hundreds of administrators to take an October or April vacation.

Planning for the summer work program may originate at any time during the school year. Or, in some cases, a long-term program may be planned for years in advance. However, purchasing for the summer work program often takes place in June, July or August.

There are two major reasons for the flurry of summer maintenance activity. Generally, schools have limited curriculum activities or none at all in the summer. This permits a greater range of uninterrupted repair and maintenance work. However, the nature of the budget procedure itself is an important factor. A large proportion of schools have fiscal years beginning July 1 and ending June 30 of the following year. Approval by the board of education for work to be done and items for purchase generally is received toward the end of the fiscal year prior to the budget year being approved. Board approval may occur as late as June. In this event a great deal of purchasing must be done in June, July and August in order to carry out the summer work program and purchase the necessary supplies for opening of schools in the fall.

Weather conditions, too, are a factor. Outside work, including roof work, tuckpointing, painting and land-

scaping, can be done advantageously during this period. Purchases of materials for these jobs are often done as the work proceeds.

Availability of labor is another reason why many purchases are made in the summer. Those employees who normally perform custodial or bus driving duties during the regular school year are available for other work in the summer months. Many custodial duties may be suspended during the summer until the regular program resumes in the fall.

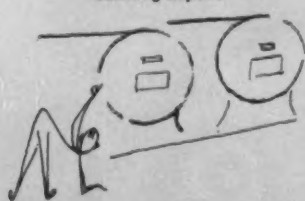
Some school systems accumulate most of their repair work until the summer vacation period. Other systems attempt to save only major repair jobs until the summertime. The net effect of these policies is that school systems generally do a major portion of their repair work in the vacation period. Therefore, major purchasing must be accomplished at this time.

Certain business administrators find it advantageous to buy during the summer. They are not so concerned with the operation of the school plant and thus have much more time to devote to the problem. This is fortunate because the teachers' and staff members' annual requisitions have been examined by this time, and the business official or superintendent has time to devote to their supply and material needs.

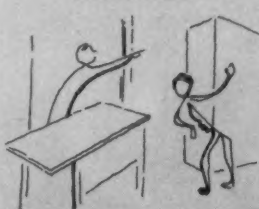
Another tremendous impetus to summer purchasing has been the unprecedented race in recent years to build classrooms and have them ready for occupancy. Furniture, materials, supplies and equipment of all types must be purchased, delivered and installed before the onslaught of children. There is every indication that this impetus will continue, particularly on the high school level, for several years to come.

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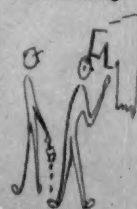
Checking Repairs



New Purchases



Renovating



More Public Responsibility for City and Suburban Schools

JOHN W. POLLEY

KEEPING our schools close to the people is important, vastly important. In small districts we manage to hold vital school matters in local hands under the old structural patterns of school organization. Not so, in our great cities. What we actually have there is administrative authority without public responsibility—something like taxation without full representation.

The situation is not only bad for a metropolis, but we are also in danger of foisting this tattered pattern on new school organizations in Suburbia.

Consider these figures: In 1900 only 38 cities in the United States had a population of 100,000. Today more than a hundred are that vast. Add to them 23 county school systems that serve populations of the same size or larger. And then envision the 100 big cities with a proliferation of suburbs.

It isn't as if the old patterns of school organization were well styled for satisfactory service today. If they were, our concern would be less.

In our large cities now the only place where an attempt is made to keep schools and people in close contact is at the top of the entire school structure. And since the superintendent can't reserve much of his time for this vital matter, he places his faith in devices to inform the public and he tries new combinations of line and staff organization.

For informing the public about their schools, citizens committees, ad-

Professor of education at Teachers College since 1952, Dr. Polley also is secretary of the Associated Public School Systems, affiliated with Columbia U. Formerly he was a teacher and supervising principal at Roxbury, N.Y., and then research assistant and associate professor at Teachers College.

visory councils, newsletters and budget documents are excellent devices. But they are forms rather than substance. Unless these fine devices are backed up by legal provisions that give the people the right to make decisions, they can become play acting. The stability and the authority of the law are needed to make them real.

Now the line and staff organization, adapted from the military or from business, is ideal for matters that move from the top down. But moving from the bottom up is something more than defiance of the laws of gravity. It takes a tenacious teacher or layman who, stating an idea at the local level in any very large city, can keep it pushed along to higher and higher levels of authority until it reaches the top of the pyramid, is approved, and bounces step by step back down.

In defense of line and staff arrangement, it can be said that it makes simple the fixing on the superintendent of any unwise use of authority made by a subordinate. Able superintendents take this responsibility in

their stride. Lesser men hide behind the delegation of powers they have made. In consequence, administration tends to break down, and fewer and fewer decisions are made without prior consultation and agreement on the part of the entire administrative staff.

We must remember, too, that responsibility is cumulative. The larger the organization the more of it falls on the shoulders of the top administrator. Like an Australian boomerang, no matter how often it leaves his hand, it always circles back. Certainly it is high time we gave up this outworn method and started experimenting with new patterns.

Experiments to free local initiative are going on in various cities, more conspicuously perhaps in Toronto and New York. Let us examine some of these experiments and see if they point the way.

UNEQUAL SHARE OF LOAD

The city of Toronto, Ont., strangled by growing communities on the outskirts, is working with a federated school district. As in many cities, schools in or near Toronto's core often stood partially empty, while many suburbs are forced to build new schools for a major part of their population, along with bearing a staggering tax load for other essential services. The burden of such an undertaking becomes clearer if we stop to think that any generation that has to build for more than one-third of the children in the system is having to carry an unfair portion of the costs of providing school housing.

The Toronto plan, as it relates to schools, consists of a federation of 11 districts; the central city with a population of more than 500,000, and 10 suburbs whose aggregate population is approximately as great. As far as schools are concerned, the laws establishing the federation call for cooperation on school buildings, attendance, a foundation program, assessment and taxation.

A representative metropolitan board with a small staff governs the school district. It draws attendance lines and determines where new schools will be built. For new buildings it



Gledhill Public School is owned by the city of Toronto, Ont., although it lies on the boundary line between Toronto and East York, a suburb. Actually, part of the school site is over the boundary line of the adjoining suburb. Under the metropolitan plan, through the cooperation of both communities, children from both the city and the suburb are able to attend the Gledhill school.

reviews and consolidates the plans of local boards. It provides what is called "maintenance assistance payments" to local boards according to a formula designed to make the costs of a basic educational program a charge against the entire metropolitan area. This corresponds to the foundation program adopted by many states.

The formula was fixed for the first two years, 1954 and 1955, by the provincial government at \$150 per

with great care. Already Denver and Lansing, Mich., cities being strangled by suburbs, are drawing on Toronto experience as they perfect plans for new organization. Now if the metropolitan federation plan turns out to be merely a steppingstone to actual consolidation, a great deal of time and effort will have been wasted. A number of officials in the Toronto area believe consolidation is the logical next step.

grounds. To achieve these goals, they formed a locally elected responsible body. The citizens met and elected 100 or more persons to sit as a representative town meeting, which, in turn, elected nine laymen to a school committee.

This local school committee has been unusually vigorous and has succeeded, among other things, in adapting the curriculum to local needs. The accomplishments of the Bronx



Left: Thistletown Collegiate Institute is a new school in the township of Etobicoke, a suburb of Toronto. The construction costs of this school were distributed over the whole metropolitan area. The metropolitan board pays construction costs up to a certain amount; additional costs for more facilities are borne by the local districts.

Right: Sunny View School, built in Toronto in 1953, was originally planned for the crippled children in the city only, but since the metropolitan type of administration came into being, six additional classrooms have been built to accommodate crippled children from the city and suburbs. Children are transported there by taxi and bus.



annum per ADA in the elementary schools, \$250 in the high schools, and \$300 in the vocational secondary schools. In 1956, since and thereafter, the amount of the payment is determined annually by the metropolitan board.

Source of the maintenance assistance program is local taxation supplemented by state aid. In addition to this foundation program, the 11 component districts may add further funds derived from purely local taxation to the educational program. Purely local tax rates on full values for schools (as contrasted with the metropolitan rate of about 10 mills) has varied from a low of 3.49 mills to a high of 10.57 mills.

The metropolitan board has assumed existing school indebtedness and will be the agency for incurring any future indebtedness for the entire metropolitan area.

Because each of the component districts is supplementing the maintenance assistance payments, fees are necessary whenever a pupil attends a school outside his own resident district. The board has the power to establish this fee.

The metropolitan Toronto district is, of course, still in its infancy. However, its development is being watched

If local control is important and if local control in the Toronto area has the vitality to withstand the strong forces tending toward centralization, American cities can learn much from this experience. It could well halt the consolidation movement which continues over the country. It could set a pattern that would be of inestimable value for our present large cities. Such places because of their very size find it difficult to adjust to the varying needs of their individual parts. Some of the freedom allowed component districts in Toronto would be of great use to them.

Similarly, rural areas that are now setting up cooperative or shared services might be able to adapt some of the Toronto experience to their own use.

In finding another new combination of central authority and local control of schools, we can with advantage turn to the Bronx Park Community Project. This area of 4 square miles within New York City containing some 100,000 people is large enough to provide varied resources but small enough so that it is possible for citizens to work together.

People in the area wanted help in getting nursery schools, establishing libraries, and building new play-

Park Community Project have already been told in some detail in this magazine.*

The Bronx Park story suggests that, under such a partnership pattern, eventually community resources will come to supplement the over-all program, as teachers and children identify themselves with their own community. Teachers themselves will become more creative as the weight of huge organization is lifted from them, and as resource people at the central office become just resource people rather than the voice of authority. Under such circumstances, the administrator can exercise the authority granted the school committee and him much more freely because he has the direct support of public responsibility along with the administrative responsibility that comes from the line organization of the school system.

Under such a pattern, school staffing can be made more flexible. Local funds can be provided to increase both the quantity and the quality of the staff. For why should the people in one community be denied the services of various types of school personnel simply because they live on

*Schechter, Daniel S.: A Community Begins to Live. *THE NATION'S SCHOOLS*, 50:43 (October) 1952.

one side of a political boundary while their friends and neighbors on the other side of the boundary enjoy these services. (Examples: New York City and Mount Vernon, Cleveland and Cleveland Heights.)

Any extension of authority to a community district requires funds for use at local discretion. Since no one wishes to reduce the present citywide program to provide marginal funds for local use, those districts with the will to expand their program must provide the means. By using the citywide program as the minimum program, much as a minimum program is set up throughout a state, a district within a city would be free to expand its educational offering as its people were willing.

This is looking a long way ahead. Certainly a community district could function with less wide powers than we have envisioned. It would be foolish to delay the formation of any community district simply because the city board of education does not wish to grant local powers over funds.

In attempting to obtain state legislation to provide a legal framework for a community district, we in New York have settled for a bare minimum: the community district, the elected school committee, and minor local powers. To an important degree, as in small independent communities, the strength of public participation depends upon administrative leadership. New York's proposed plan provides an inescapable minimum of public participation which

will make even mediocre leadership effective and will make able leadership brilliant and creative.

The prestige and stability of being a legally established part of the statutes of the state are needed if the Bronx Park plan is to realize its full potential. An arrangement that can be ended at will by an outside party does not encourage local people to put their best efforts into its operation.

While the Bronx Park project deals with the problems of a very large city, the implications are strong that it will work for the organization and administration of school systems in districts of from 20,000 to 30,000 residents.

What we need now is more studies.

1. We should make a survey of practices dealing with the "area approach" in our great cities. Baltimore, Chicago, Denver, Minneapolis and other cities are making various experiments. Knoxville, Tenn., and Buffalo, N.Y., along with Minneapolis, are concerned with local approaches to developing the budget and financing education. Norfolk, Va., is trying on a local basis to give wide circulation to ideas for improving teaching, in addition to continuing work on the more difficult and widespread city basis. Several Maryland counties have experimented with strengthening the authority of local school trustees.

2. We should study staffing on a local level. The day of the large central office appears to be passing; at least more emphasis is being put on resource people working in the field. Denver will add no more supervisory

personnel to the central office, but new additions will be made on the local or area basis.

3. We need to explore the concept that public responsibility as exemplified in a lay body similar to a board of education must accompany authority delegated locally if that authority is to be effective.

GIVE PEOPLE MORE VOICE

To make decentralized authority effective, we must effectively decentralize public responsibility. We must review the place and nature of authority and responsibility as a basis of area control of big city schools. More important, we must continue experiments with various forms of structure that give local people a greater voice in determining the form of education in their community.

4. We must decentralize from the point of view of business. The managerial decentralization that industry has carried on as manufacturing plants and offices have been dispersed to several cities should offer many ideas for staffing within large school systems.

5. We must explore the kind of federal relationship that has developed among the communities involved in the Toronto experiment.

6. Before a partnership of local control and central authority can be fully effective, we must draw on the information to be found at Bronx Park and convince those in political control of cities that this pattern is no threat to them. Too, we must convince teachers and administrators that such a program is no threat to their security.

7. We must examine the representative town meeting that has taken over in occasional New England towns too large for the regular town meeting to function effectively and see whether New England ingenuity may not have devised a means for popular local control that might be adapted to larger city school systems.

8. We must observe what is happening in many smaller city districts in which consolidations of various types are taking place with little attempt to preserve some of the virtues of smallness. The enlarged city district in New York State is one example. The centralized high school district in New York, Connecticut, Pennsylvania and New Jersey is another. By analyzing the organization of these districts, we might find that the representative town meeting or some of these devices might help give these school districts greater popular control and more effective administration.

Right now is the time to establish local control more firmly in American school organization. We may be foolish to delay. #



A new addition to Danforth Technical School in Toronto makes it possible for this school to serve students from four municipalities. The welding shop at Danforth (Toronto's second largest technical school) maintains the latest equipment which is operated by the students to full capacity at all times.



This welcome sign (left) in the lobby of Hotel Fontainebleau (below) greeted 3000 members and guests attending the first "independent" convention of the National School Boards Association.



Press headquarters (below) were established in the colorful lobby, amid columns and ferns. Helpers here were assembling press releases.

This multidecked swimming pool (above) with its 265 cabanas was the setting for the water carnival Friday evening, for convention guests.



School Boards National Convention

MIAMI, FLA.—"The National School Boards Association has grown up. We're on our own now!"

These words from Edward Tuttle, organizer and first executive secretary of the N.S.B.A., greeted the 3000 people attending the first "independent" N.S.B.A. convention. The historic occasion was in the plush setting of the Fontainebleau and Eden Roc, two of the swankiest hotels in Miami Beach, April 17 to 19.

Mr. Tuttle recalled that the first national meeting of school board members was attended by 53 people in Atlantic City nine years ago. Subsequent annual meetings were held in conjunction with the conventions of the A.A.S.A. up until this year. "Now," said Mr. Tuttle, "we are on our own feet. We have had growing pains, but in these short years we have reached maturity."

Administrators Participate. Although it was an independent program, in time and space, it was not lacking in teamwork with the school administrator. Speakers and panel members from the active field of school administration and from departments of higher education had prominent and significant spots in the program. For the most part, the program provided a commendable balance of points of view on which school board members and school administrators agreed more often than they disagreed. But like most conventions today, it also was packed with a multitude of smaller programs from which the attendant could choose. In fact, it was such a busy program that most delegates had little time to enjoy their dollar-an-hour hotel rooms.

Boards Are Catalytic Agents. In his presidential message, Everett N.

Luce of Midland, Mich., described school boards as the catalytic agents in education. "We can cause the process to go forward with a good environment for education or we can cause it to go in the reverse direction, destroying the very things we most want to produce," he said.

President Luce interpreted the rôle of the National School Boards Association as one of leadership, and especially as the "promoter to bring the people together who will solve the problems." Its function, he said, is "to stimulate thinking, to create the desire to want to spend the necessary time to complete the task, to furnish the tools and the implements required, and to point out the poisons to the process."

Mr. Luce is suspicious of federal aid. He asserted: "It is this system of education by local control which is under the greatest threat today. The attack on the local form of school government is a poisoning of the catalyst that will stop the reaction of progress of the best system of education for a democratic nation."

Greetings From Eisenhower. Lip service to the cause of education was expressed in the official greetings received from President Dwight D. Eisenhower. The greetings read: "Our national security depends upon a strong and democratic system of universal public education. This is a basic part of the American heritage, and it draws continuing vigor from those citizens of each community who are directly and intimately responsible for the training of our children. Congratulations and best wishes to the members of your organization whose devoted service to the nation's schools merits the gratitude of us all."

On Behalf of Florida. Official greetings on behalf of Florida were expressed in a message from Governor LeRoy Collins, which was read to the convention, and in the keynote address of the convention by Thomas D. Bailey, chief state school officer of Florida.

Superintendent Bailey declared that "our burgeoning interests in science and mathematics border on hysteria. Under these sudden drives we are in danger of thinking and acting emotionally, rather than logically. We must get rid of the notion that our salvation will be certain through the development of science. The truth is that our destruction may come through an obsession with science. What we should be most concerned with is a way out of this race toward suicide, not a faster way of getting there."

Responsibility for the Curriculum. The convention theme involved the question: What is the responsibility of the school board members for the curriculum?

A positive answer by a school board leader was widely accepted by school administrators at the convention. Fred W. Heinold of Cincinnati, president of the Ohio School Boards Association, insisted that school boards should *not* give their *primary* attention to budgets, school buildings or even teaching staffs, but to the curriculum. Said he: "The instructional program is the heart of the school system, since schools exist solely so that pupils may be taught; a superintendent is selected, budgets are adopted, teachers are employed, and buildings are built and equipped only because pupils are to be taught. It follows, I believe, that the instructional program must



Guests enjoyed strolling through the Fontainebleau's formal gardens (shown at left and below).



These delegates are exploring the hotel's 14 acres of "campus" (below).



The above view, photographed from the balcony of an ocean-view room, costs \$32 a day during the "season." Convention rate: \$24.



This statue (left) in the Fontainebleau lobby seems to be guarding these weary convention-goers who have just toured the commercial exhibits.

Brings 3000 to Miami Beach

Reported by
ARTHUR H. RICE

be the primary concern of the board of education.

Developing this point of view in greater detail, Dr. Heinold declared: "It is clearly the responsibility of the board to determine policies basic to the curriculum. The major instructional practices deemed essential for accomplishing these purposes are even more important. It is here that the board approves or rejects the recommendations of the superintendent."

Dr. Heinold described the manner in which the Cincinnati board adopted a statement of instructional policies and practices, organized as a special report of the superintendent to the board of education. "The policy statement is a foundation upon which all of the curriculum is based and it serves as a guide to the professional staff. The board must make choices relative to curriculum, and a wise board must anticipate the pressure and requests of the community and guard against making decisions in terms of pressure or the beliefs or whims of individual members of the board.

"The board should require that educational materials, such as textbooks, be evaluated by staff members. Obviously, the board must state the basic policies and must approve the procedures to be followed in evaluating and selecting materials used in the instructional program. It is then the responsibility of the superintendent to administer these procedures in accordance with policy. Actually, in a large school system it is more practical to confine board approval to those items required by law, such as textbooks, and to delegate all others to the superintendent." Also, said Dr. Heinold, "It becomes our responsibility as board members to evaluate

the program of the school." He advocated the use of both informal methods and standardized testing procedures to determine the effectiveness of the curriculum.

Finally, he said: "The board has a responsibility for curriculum research. It is through such research that improvement results. Obviously, research and evaluation go together. In fact, evaluation precedes research, and often indicates the direction it should take."

Administrators Agree. This point of view harmonized with answers to the same question expressed by school administrators at the convention. For example, James F. Redmond, superintendent of New Orleans public schools and a panel member on one of the programs, replied: "The school board member cannot dodge the responsibility of being involved in developing the curriculum." Arthur F. Corey, executive secretary of the California Teachers Association and a speaker at one of the divisional meetings, advised, "It is the function of the school board to determine the objectives of the curriculum."

Commissioner Derthick Agrees. A similar interpretation of the school board's responsibility for the curriculum was expressed by Lawrence G. Derthick, U. S. commissioner of education. He said:

"I try to keep constantly before my own mind the fact that the people, the citizens, must be the ones to decide what they want education to accomplish, and that the teaching profession—teachers, administrators, supervisors, researchers—must be the ones to work out the methods to produce the desired results. While the school board, of course, makes the

final decisions on curriculum policy, there is much for it to do prior to decision actions. On its middle ground the board speaks both to the public and to the staff, and from each draws all pertinent information. That may seem almost too simple. But, it is sound and basic and keeps the lines straight in the search for truth.

"If school boards for their part will seek the aid of their professional staffs in finding evidence of educational results, if they will give much thought to the clarification of goals and seek all possible help from us in the task, and if at all times they will guide the attentions of the public to the goals of education in harmony with the American dream, then indeed we shall surely make progress."

Earlier, Commissioner Derthick made the general observation that "teamwork is at its best where boards recognize there are professional tasks that are the responsibility of the superintendent and his staff, and likewise the superintendent and his staff recognize that there are policy making functions which belong to the board."

The commissioner concluded his address by reading to the convention the "Parable of the Lamp," written by Dean Lindley J. Stiles of the University of Wisconsin and originally published in *The Nation's Schools* for March 1958.

Too Many Small High Schools. How large must a high school be to provide a suitable program for the academically talented and for the vocational student?

James B. Conant, who is now conducting a two-year study of the American high school under a grant from the Carnegie Corporation, told



With President Everett N. Luce presiding, the delegate assembly convened midst the exotic décor of the famous La Ronde Supper Club.

school board members of the nation that thousands of high schools in this country are much too small to meet even minimum requirements.

Said Dr. Conant: "The minimum size for satisfactory work I should put as 100 in the graduating class. In some states more than half the boys and girls are attending schools too small to be able to provide a satisfactory education. In such states school districts should be reorganized so as to eliminate as far as possible the small high school."

Reporting on findings of his survey to date: Dr. Conant expressed regret that more girls are not taking science and foreign language courses. He reported, too, that he finds a number of high schools reasonably equipped to offer a balanced program, but in need of better guidance policies and skillful counselors. He suggests that every school board take an "academic inventory" of the graduating high school class to find out specifically what the academically talented students have been studying.

New Reasons for Stronger U.S. Office of Education. Using both old and new arguments, Taylor T. Hicks, president of the Arizona School Board Associations and a former president of the N.S.B.A., presented the case for a stronger U.S. Office of Education. Three well established arguments were reviewed, namely, the need for "better fact-finding," the need for someone to give us the "big picture in education," and "need to expand educational research activities."

In addition to these, however, Dr. Hicks offered a new argument, the development of the new frontier in international affairs. Said he: "The life improving kind of education developed in the American public school has special value and attractiveness in

many countries. Indeed, the countries where the international competition is now most critical are likely to be the very countries in which the American brand of education is most appealing. The blunt fact is that education itself has become an indispensable element in American foreign relations. Are we members of governing boards likely to perform our responsibilities wisely in the absence of adequate knowledge of international education?"

The Arizonian urged his fellow board members to "press for realization of N.S.B.A. Policy No. 17, which calls for a national board of education, and also to work for more funds and a larger staff for the U.S.O.E."

"The office should have more people and it should be able to compete for the best. It should have the salaries to attract the best ability to be found in education."

Banquet Speaker Announces Grant for ETV Workshop. Establishment of a one-year, \$100,000 educational television workshop at New York University, New York City, was announced by John L. Burns, president of the Radio Corporation of America, during his address at the convention banquet.

Mr. Burns declared that "the challenge confronting American schools today is so critical that it calls for sweeping new approaches to all aspects of education, especially to the problem of communication between teacher and student." He then described what he believes to be the significant part that educational television will play as a new approach, asserting that "with the aid of electronics, the talented teacher can do a better job for more pupils in less time and at less expense than ever before."

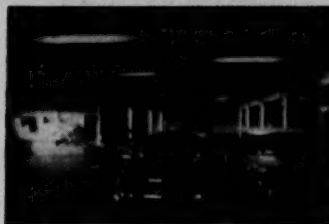
In visualizing the "school of tomorrow," the R.C.A. president predicted that "televised lessons will originate from a central building having perhaps four or five master studios. The lessons will be carried into classrooms all over a city or an entire county. On the teacher's desk, the traditional bright red apple will have been replaced by a multiple control panel and magnetic tape players."

Hear School Administrators. Nationally known speakers addressed group meetings organized around eleven topics Friday afternoon, and six more meetings organized according to type of school boards that evening. School administrators who were scheduled as principal speakers for these division meetings included: J. W. Edwards, Portland, Ore.; J. Lester Buford, Mt. Vernon, Ill.; William J. Sanders, state commissioner, Hartford, Conn.; Paul J. Misner, Glencoe, Ill.; Harold B. Gores, Newtonville, Mass.; Charles R. Spain, Albuquerque, N.M.; James Cherry, DeKalb County, Decatur, Ga.; W. R. Savage Jr., Suffolk, Va.; Ernest R. Britton, Midland, Mich. Representatives of higher education who served as speakers included: Charles B. Park, Central Michigan College, Mount Pleasant; Wilson H. Ivins, University of New Mexico, Albuquerque; D. C. Morrison, Division of Higher Education, U.S. Office of Education; Clyde M. Hill, Yale-Fairfield Study of Elementary Teaching, New Haven, Conn.

Representatives of other organizations who served as speakers included: Arthur F. Corey, executive secretary, California Teachers Association, San Francisco; A. J. Stoddard, the Fund for the Advancement of Education, New York City; and Henry Toy Jr., president, National Citizens Council for Better Schools, New York City.



A three-day miracle was the conversion of this underground garage (upper right) into space (lower right) for 77 commercial exhibits.



Round-table sessions generated discussions that continued unabated in the lobby (above). Others chatted leisurely (right).



Hotel Eden Roc, adjacent to the Fontainebleau, housed some of the guests and provided underground space for commercial exhibits.

Federal Aid for Impacted Areas. The delegate assembly studiously avoided any resolution pertaining to federal funds for the general support of public education. However, it declared that the terminating of Public Laws 874 and 815, which bring federal aid to impacted school areas, will place an "undue burden on local communities," and it urged the renewal of these laws.

Rockets Win. Spirited opposition was expressed to a proposed resolution which would ban amateur experimentation with rocket fuels and rockets. The resolution asserted that these explosives are "infinitely more lethal than fireworks and endanger not only the participants, but the general public as well." It pointed out that "such experimentation has resulted in numerous injuries and some fatalities and that few chemists and physicists are qualified to carry on such experiments or to supervise them." Speakers from the floor carried the bill to almost unanimous defeat with their insistence that youth must be left free to experiment.

School Lunches Favored. There was only slight opposition to the resolution which favored the continuation of the federal lunch program and also urged that the appropriation for this federal activity be cleared through the U.S. Office of Education rather than through the U.S. Department of Agriculture.

Junior Colleges Endorsed. The delegates urged that "school boards in areas which do not have local two-year colleges be encouraged to establish such colleges as an integral part of the existing public school system." They also supported, in principle, Senate Bill 3162 which would permit deduction for college education for self or dependents.

Other Resolutions. Adult education programs in the public school system were heartily supported, "reorganization of school districts into the most effective and economical education units possible" was recommended, and a common sense point of view was expressed on the controversial topic of science education. The assembly declared that "the shortage of scientists and engineers is but a part of the total shortage of professional manpower. Scientists and engineers must also be responsible and competent citizens, hence equipped with sound social, moral and spiritual values. There is some danger that schools may be pressed to emphasize scientific and technical training at the expense of a balanced school program." Therefore the association advised school boards that "in their efforts to upgrade the quality of education in science and mathematics, they strive likewise to improve the quality of the total school program for all children and youth."

Agree on Purposes of Education. During its nine years of official existence, the National School Boards Association has adopted a total of 24 statements of policy. Inadvertently it had not put into words an official statement as to its beliefs concerning the purpose of education. This situation was corrected by the adoption of Policy No. 25 which reads:

"The National School Boards Association believes that public education should be designed to create a patriotic, responsible American citizen, an industrious, self-reliant and independent person, equipped with knowledges and skills essential to making his own way in the world at whatever level of activity his talents permit, and with character imbued with highest moral and spiritual virtues."

Want National School Board. The delegates restated their support "for the establishment of a national board of education, composed of outstanding lay citizens and having jurisdiction over an independent office of education, administered by a U.S. Commissioner of Education appointed by the board as its executive officer." It rescinded, however, its support of the proposal for a lay advisory committee to advise the U.S. Office pending establishment of a national board.

Will Move to Evanston, Ill. The current "independence" program of the national association has caused some misgivings and misunderstandings among school administrators. For example, there was a rumor that the N.S.B.A. would locate its headquarters in Washington so that it could be nearer to Capitol Hill. Actually, explains William A. Shannon, executive director, the association will move its headquarters early in August from Chicago to Evanston, Ill., so that it can be closer to Northwestern University and Deering Library.

At its meeting April 20, following the convention, the N.S.B.A. board of directors accepted unanimously Northwestern's offer of space in a university owned building adjacent to the Evanston campus for N.S.B.A. headquarters and also arranged to cooperate with the university in the establishment of a "Center for School Board Studies."

Center for School Board Studies. "This national center," announces Mr. Shannon, "will work to identify major areas of needed school board research, will cooperate with other universities and educational organizations in undertaking specific research projects, and, in general, will constitute a major informational center

wherein research findings will be collected and analyzed."

Speculation that the association wanted to locate in the nation's capital so that it might actively pursue "an action program" to influence federal legislation arose partly from the appearance of the executive director of the N.S.B.A. before the Senate committee conducting hearings on federal aid.

Explains Testimony on Federal Aid.

We asked Mr. Shannon: "What interpretation should be placed upon your testimony?"

He replied: "I testified before the Senate committee upon invitation to do so. My appearance was informational in character and presented a personal point of view, which I was careful to point out could not be construed as reflecting the opinion and will of the membership, inasmuch as such was not known and had not been expressed. My remarks were confined to questioning the possibility that certain provisions of the proposed legislation might be in violation of certain N.S.B.A. policies concerning the need for maintaining local control of education and for maintaining our traditional separation between church and state in public education. My appearance cannot be construed in any sense as representing a changed position on the part of the organization."

Neutral Policy on Federal Support.

"What then," we asked, "is the policy of N.S.B.A. with regard to federal grants for schoolhouse construction or for the general operation cost of schools?"

Replied Mr. Shannon: "The policy making body of our association, the delegate assembly, has not taken official action in support of or in opposition to federal aid for public education. However, one of our policies (No. 7), adopted February 1955, recommends that, 'in principle, funds from federal or other sources outside the state, intended for the assistance of public education, shall be administered by the state education agency through the local boards of education in accordance with state policy and without restriction other than simple accounting of receipts and disbursements.'"

Mr. Shannon then was asked: "Is the association continuing its policy of being a nonaction group with regard to any lobbying or pressure tactics to secure or discourage federal legislation?"

Will Lobby If "Clearly Necessary."

The executive director's answer was direct and positive. He said: "The National School Boards Association is

a service and informational organization which traditionally has eschewed a lobbying or pressure rôle. The N.S.B.A. represents members who hold all shades and varieties of opinion. It recognizes that to assume a primary lobbying or pressure rôle might involve the taking of actions which could not be claimed to represent the will of the membership. Nevertheless, the N.S.B.A., acting through its delegate assembly, reserves the right to make its views known on certain legislative matters affecting the public schools; and the association further reserves the right to take whatever action it deems necessary in the event that legislation is proposed which appears clearly inimical or dangerous to our traditional American system of universal, democratic education. Put in briefer form, it can be said that, while the N.S.B.A. does not view itself as having a lobbying or pressure function, it will assume such if events make such activity clearly necessary."

Describes Meeting With Chamber of Commerce.

"Just one more question, Mr. Shannon, along this line: Why did representatives of N.S.B.A. hold a joint meeting with the representatives of the U.S. Chamber of Commerce at a time when the Chamber was so vigorously opposing federal aid?"

Replied Mr. Shannon: "In setting up the meeting, it was agreed that no specific decisions were to be reached and that there would be no discussion of federal support or aid to education. Most of the discussion of the two-day meeting centered around an extended school year and education beyond the high school."

"For some time it has been the policy of the National School Boards Association to meet with any organization having influence upon the course and conduct of the public schools. In keeping with this, the N.S.B.A. has established joint relationships with the N.E.A., the A.A.S.A., the C.C.S.S.O., the U.S. Office of Education, the A.S.B.O., the National Safety Council, the National Citizens Council for Better Schools, the National Congress of Parents and Teachers, the Boy Scouts of America, the Federal Civil Defense Administration, and many others. The meeting between the executive committee of the N.S.B.A. with members of a subcommittee of the education committee of the U.S. Chamber of Commerce was arranged simply to provide an opportunity for an exchange of views on many issues and problems confronting public education."

"The N.S.B.A. will continue to meet with any organization in a posi-

tion to influence public education, for the purpose of improving its own fund of information and to define areas of appropriate cooperation for bettering public education. The N.S.B.A. can see no difference in principle at all between its establishing relationships and contacts with professional educational groups and doing so with nonprofessional ones."

Membership and Dues. We asked for some information about the size of the association, and how it obtains its revenues.

"It should be clearly understood," said Mr. Shannon, "that the National School Boards Association is essentially and fundamentally a federation of state and territorial associations. A school board or school board members may be granted active membership only upon the authorization and approval of the state association—which implies, of course, that the school board shall first be an active member of the state association."

"There are now 50 associations which belong to N.S.B.A.—the 48 states plus Hawaii and Alaska. These 50 associations represent 15,000 local boards and approximately 85 per cent of all the children in public schools. Just prior to the 1958 convention, we also had 345 individual boards as 'sustaining members,' each paying \$5 dues on a voluntary basis."

Mr. Shannon explained that most of the dues come from the active membership of state and territorial school board associations who pay annual dues based, pro rata, upon expenditures for public schools in that state or territory.

Professional educators may now become associate members of N.S.B.A. They will be entitled to all privileges of membership, except that of voting power. This new policy was put into effect at the convention by the adoption of amendments to the constitution.

Active membership is now offered to individual school boards or individual members of school boards and to state boards of education.

Exhibits Can Help or Hinder. Another development at Miami Beach was the introduction of commercial exhibits as a part of the convention. Without revenues from the sale of exhibit space, it is virtually impossible for an organization of this kind to conduct an independent, national convention.

The executive director and his staff concurred that such exhibits should serve to acquaint board members with the nature and availability of services, equipment and supplies for schools. Mr. Shannon recognized that

(Continued on Page 66)

THE current attempts at reorganization of school districts have been accompanied, in many cases, by considerable confusion. Particularly is this true with respect to those cases in which the status of districts has been questioned in the courts and in which the litigation involved consumed several years' time. Does the land in question remain a part of the district it originally belonged in for tax purposes, until final disposition of the case by the courts, or does it immediately become a part of the new district?

Such was the question before the courts in Illinois recently. The county board of school trustees in Stark County ordered land detached from one school district and attached to another, in 1953. The order was promptly appealed to the courts, which affirmed it, but not until March 4, 1955. In the meantime, in 1954, the school district in which the land was originally located voted a bond issue and levied a tax to pay for the bonds. This tax was in addition to regular educational and building taxes levied in 1954. The question then arose as to whether the owners of the land in question were subject to this tax. It was contended that, because the tax was levied after the order detaching the land from this district had been issued, the property owners were not subject to the tax.*

The court, in ruling that the property owners were subject to the tax, stated the issue as follows:

"The issue involved is whether the appeal of the administrative order of detachment had the effect of maintaining the original status quo of the Buda district until the matter reached final disposition."

INTERPRETATION OF STATUTE

In rendering its decision, the court found it necessary to interpret a statute (Ill. Rev. Stats. 1953, Chap. 122, par 4B-5) which provided: "The commencement of any action for review shall operate as a supersedeas and no further proceedings shall be had until final disposition of such review." (A "supersedeas" has for its object the halting of all proceedings in the court below and preventing the execution of an order while an appeal on the order is being heard in the appellate court.) The court reasoned that the legislature, in enacting the statute providing for the administrative review, had in mind some purpose because of the particular language it employed. That purpose was that "no further proceedings should be had until final disposition of the review."

*People v. Barry, 142 N.E. (2d) 33 (Ill.).

Reorganization Handicapped by Confusion in Taxing Powers

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

In bolstering its position, the court argued that the legislature quite properly deemed it desirable that the original status quo of school districts be maintained when questions of this sort arose, in order that stability and certainty instead of confusion and uncertainty prevail as far as public education and public funds are concerned. Were the situation otherwise, it reasoned, an annexing district might levy a tax on property immediately upon its attachment to the district. Then, shortly after, following administrative review of the order of attachment, if the lower court reversed the attachment order, the original district might levy its tax. Then, if the higher court reversed the lower court, confusion would be compounded. Insofar as possible, it argued, courts should interpret laws so as to prevent or avoid confusion. They "are bound to presume that absurd consequences were not contemplated by the legislature, and a construction should be adopted which it is reasonable to presume was contemplated."

Finally, in conclusion, the court said: "The original status quo of the Buda district was maintained until the final disposition of the review in accordance with the provisions of the statute discussed and . . . the county court correctly overruled the tax objections."

It is to be noted, however, that there was a dissenting opinion in this case, in which Justice Davis stated that, in his opinion, the land in question was detached as a result of the county board's order, and so was not subject to taxation by the district to which it originally belonged. He argued that, because of statute, the county board's decision was "an administrative decision" and, as such, had the "same force and finality as a judicial judgment."

Consequently, he reasoned that the property in question became, when the county board's order was issued, detached from the original district,

and so not subject to taxation by it. He further argued that a supersedeas terminates the authority of the subordinate administrative body "to take any action in the proceeding in which the judgment or order was entered"—that it operates against enforcing the judgment and not against the judgment itself. In effect this does not vacate or suspend the order and place the parties in a position of status quo prior to its adoption.

Justice Davis also reasoned that a supersedeas does not maintain the status quo prior to the entry of an order but, instead, preserves it after the entry of the order. He argued that the majority took an untenable position. (While holding that the words of the statute—"no further proceedings shall be had until final disposition of such review"—included tax proceedings, the majority ruling, at the same time, recognized the authority of the Buda district to collect taxes during the appeal interim.) Finally, he stated that the intent of the legislature was to bar further attachment and detachment proceedings, but not tax proceedings.

This case illustrates some of the confusion that exists in cases involving reorganization of school districts. When members of the same court are not in agreement with respect to the meaning of specific legislation, one can but pity lay board members and administrative officers. This particular source of confusion, like most others, could have been prevented by simple legislation. A statute that provided that taxes shall be levied by a district on land detached from it until such time as a final decision has been rendered on a question involving the validity of the county board's order would have prevented needless litigation and saved "hard feelings."

School board officials and administrative officers should constantly seek out those places in the statute that need clarification and then sponsor appropriate legislation. #

Business officials serve first of all
as educators, Southeastern group told

Business Managers Prepare for Certification

LEO E. BUEHRING

MIAMI, FLA.—It is only a matter of years until 18 hours of specialized study beyond the A.B. degree will be required as a condition for certification as a top school business official. Meanwhile, business managers should avail themselves of all learning opportunities so that the quality of the services they render and the work they perform remains on a par with their increasing number. Above all, they must know the underlying theories of the educational program, and strive to understand all that their co-workers on the educational side are endeavoring to accomplish.

These are some ideas heard by representatives from 10 states who attended the seventh annual meeting of the Southeastern Association of Business Officials, held here April 9 to 12.

Other speakers expressed these thoughts:

By the close of the next decade we shall have to spend twice as much for education as we are at present, for world conditions are such that it is dangerous for any nation, or any part of a nation, to be ignorant. There is

no other way except substantial federal aid. To get full financial support of the community, the business official must assist in bringing to citizens a fuller understanding of the important rôle of the public school in a democracy. By a right attitude he can help set the proper atmosphere for the school organization and the public.

In his "state of the nation" address, J. Harold Husband, president of the Association of School Business Officials of the United States and Canada, cautioned: "The creation of professional status is a long-time process. Some professions have come of age only after generations of enlistment. Making an individual a member of a profession must be done in the early learning years."

Mr. Husband was introduced by Andrew C. Hutson Jr., business manager of Knoxville, Tenn., public schools, immediate past president of A.S.B.O.

Mr. Husband predicted a tremendous growth in the school business management field. The director of administrative services of the Grosse

Pointe, Mich., public school system cited New York State as an example: Out of the present 300 school business management positions, two-thirds were created within the last five years. "While we are growing in numbers, we must do everything possible to see that the quality of the service of the business official and the standard of his work remain high," President Husband counseled, adding: "The business manager should know the underlying theories of the educational program. He must learn not only to respect the skills of the teacher, but also to understand all that his co-workers on the educational side are endeavoring to accomplish."

In keeping with the foregoing objectives, the Michigan schoolman reported, the A.S.B.O. board of directors is considering ways of initiating a research project that will result in determining methods and criteria for evaluating the effectiveness of business management in a public school system. Toward the end of "speeding ourselves along the road to profes-

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Seven members of the 15 member executive committee of the S.A.S.B.O. are: Paul L. Franklin; Spencer M. Connor; L. O. Calhoun; Mrs. Kathy B. Looney; Jesse B. Myers, new president; Fred B. McEwen, and Roy C. Taylor, retiring president.

SCHOOLHOUSE PLANNING

Staff Can Work Better When Housed in One Location



Tucson's new education center houses all of the administrative staff. Symbols over the entrance are the prism and ball as symbols of the future; the Indians and thunderbirds represent the past.

ROBERT D. MORROW

Superintendent of Tucson schools since 1941, Robert D. Morrow is a past president of the Arizona Association of School Administrators, and served as chairman of a special education subcommittee for the White House Conference on Education. Supt. Morrow went to the Tucson schools from the Arizona State School for the Deaf and Blind. He had been a teacher and field agent for the Missouri School for the Deaf. Mr. Morrow is a native of Nebraska, a product of the public schools of Washington, Iowa, and a graduate of George Washington University, of Gallaudet College, and the University of Arizona. For a vacation, he prefers to visit other school systems.

LIKE thousands of school systems in rapidly growing communities, Tucson is repeatedly faced with the need for well qualified teachers and well built classrooms. With the expansion of the school system, additional facilities and an adequate organization to assure good management at all levels are also needed.

In order to build such an organization and provide such facilities, the Tucson school system has followed a well known pattern: self-evaluation, "outside" experts to make surveys, visits to other schools, conventions, bull sessions when even two schoolmen get together, workshops, studies involving all members of the staff, citizens advisory committees.

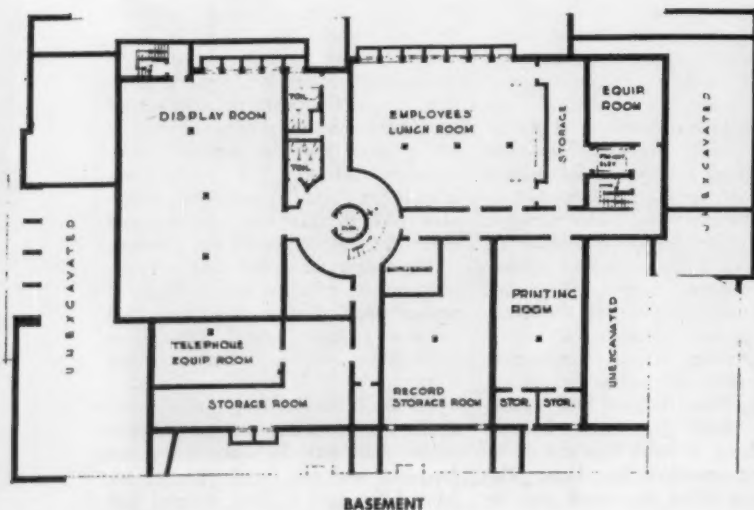
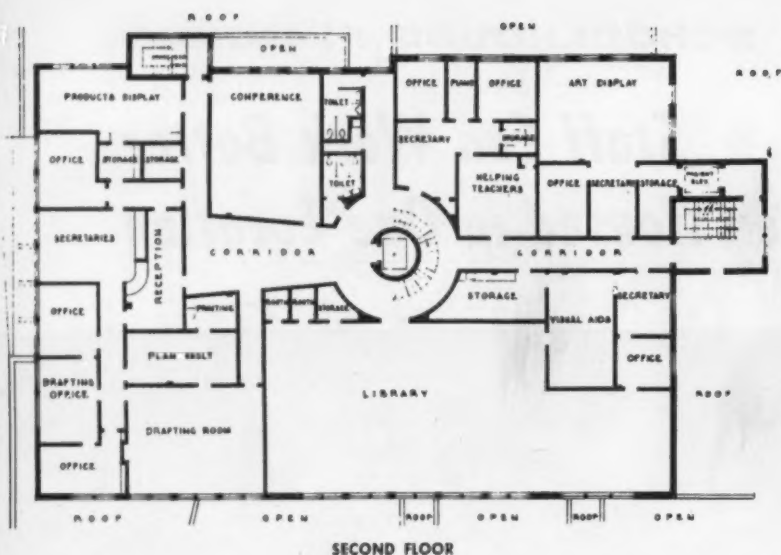
In all honesty, I must confess that at times expediency rather than orderly development dictated our course of action. Some departments became bogged down in work that should be done, but couldn't be done. The wheels had failed to squeak and at-

tract our attention; they had been well oiled, but with midnight (and week-end) oil. Employees were taking work home or going back to the office night after night, week end after week end, to keep "caught up."

If employees find it necessary to make overtime work a regular practice, it would indicate that the school system is understaffed or poorly staffed—or perhaps that the employees have unhappy homes! We have often moved too slowly in providing necessary staff to take care of increased demands and increased enrollments.

The danger of overstaffing is probably not as great as the problem of understaffing, but it is a very real problem in some school districts, or perhaps in some departments within a system.

To avoid overstaffing and understaffing, to avoid headaches and heartaches that may be caused by too frequent and too rapid change, we have fallen into a fairly general pat-



tern for effecting such changes. New policies and procedures in any phase of our operation are made on a temporary basis. Everyone who may be affected directly or indirectly is brought into the picture. Those who recommend a change are called in for an evaluation at the conclusion of a trial run.

NEW PURCHASING IDEA

A new purchasing procedure may have been suggested by staff members, a citizens advisory committee, a comprehensive committee of employees. When the procedure has been tried out, one or more of the foregoing groups are reconvened. The strengths and weaknesses of the new procedure are studied. It is then recommended to the board "as is," "as modified," or "to be abandoned."

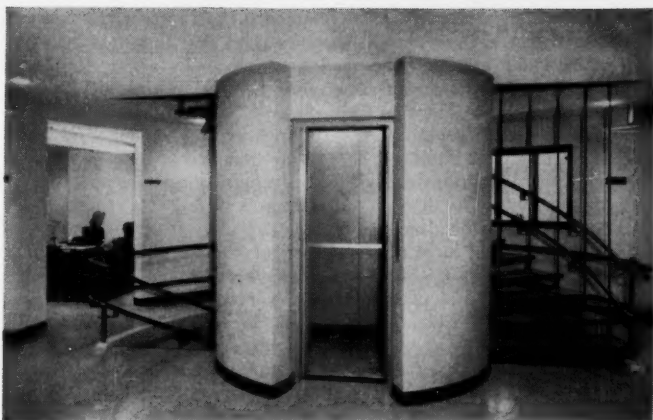
This process may seem slow and cumbersome, and in some respects it is. However, over the years we have found evolution better than revolution. As we look back, we realize that many changes have been made—some good, some bad—but mostly good. As we look to the future, we may expect other changes. Somehow, we are glad that the situation is not static.

In our school system the one-man operation of the Twenties and Thirties has become a big operation revolving about many people. Of course, in any administrative setup, no matter how democratic the administration may be, there has to be a head man. In Tucson we have enough formality to avoid waste and to get

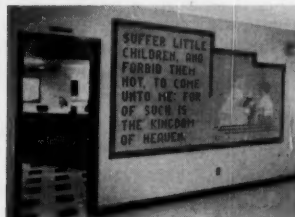


The lobby to the first unit of the new education center has light walls, curved corridors, and pictures on walls to create informality.

the job at hand done and enough informality to make an easy interchange of ideas and an atmosphere of such a pleasant nature that we enjoy our work and working with one another. We still have a "boss," but it is sometimes difficult to determine
(Text Continued on Page 60)



Left: This passenger elevator and circular stairway conserve space and add beauty. The department secretary at left serves also as receptionist. Below: This appropriate quotation appears at the entrance to the engineering and maintenance department. The large picture below shows the cheerful entrance to the health and education building in Tucson's new education center.



From an enrollment of 11,000 pupils in 1941, the Tucson school district has more than tripled its size in 16 years. Top priority in planning and procurement has been given to need for personnel, need for teachers and classrooms, of course, but problems of maintenance and engineering and other auxiliary services must be solved if schools are to operate efficiently. Our new education center was put together piecemeal, beginning with an administration building built in 1942. Next was the warehouse, completed in 1953. More recently a new plant was added for the operational division of engineering and maintenance department, more warehouse space, and a building to house the medical, dental and special education departments. More recently, the "central units" have been remodeled and a new section added with much more area than the original building. It is anticipated that a third and fourth floor will be added by 1960. Last, but not least, we've acquired area across the street, 200 by 190 feet, for additional parking space.—R. D. Morrow.



This board room in the new education center can seat 135 patrons. The foyer is wired for sound and will accommodate another 80 people. Centrally located, this meeting room is used for staff conferences.

The superintendent's daughter and his three grandchildren are inspecting the reception room of the new building. Daughter, Betty Purvis, and grandson, Kirke (age 2), are chatting with Miss Nelson, the receptionist. Patti (age 4) is checking the bulletin board while Debbi (age 6) is exploring advantages of the new drinking fountain.

whether the boss is bossing the staff or the staff is bossing the boss! We have come a long way from one-man rule in an understaffed central office to a fairly adequate staff working together on establishing goals and in charting courses to be followed in order to attain these goals.

Working with the central administrative staff are a citizens advisory committee, an education council, study groups (which include parents, pupils, teachers, principals, custodians and maintenance men), and experts who may have no connection with the schools either through parenthood or employment.

FOUND MANY TRUTHS

We have found out for ourselves many truths that probably are as old as time itself. We have learned that school administration is pretty much what you make it; that all of the perils you hear about the superintendent's job are self-evident, especially in a rapidly growing school system; that many of them need never rear their ugly heads if we plan carefully and cooperatively, and that those which do persist can easily be "whipped" if we use all the talent and skill that is available in the average and better-than-average school staff.

We have also learned that it is no disgrace to be surrounded by a lot

imagination, or a willingness to lose a battle in order to win a war.

Today our educational program has been expanded and improved, and our maintenance and operation department is probably second to none for a school system of this size. Purchasing, inventory control, accounting, warehousing, payroll, virtually all operations in the business office have been mechanized. A school laundry, school lunchrooms, a printing and duplicating department, and a mailing service have been established.

TIGHT CONTROLS USED

At times we find we "send a dollar to watch a dime," with no consideration of the law of diminishing returns or the calculated risk that is so important in the operation of any business. Because of tight controls, the schools have been highly commended for their excellent operation and outstanding educational program by citizens committees and experts in the field. We have found that slight errors can be even more damaging than high tax rates.



Above: This picture shows the entrance to the medical-dental building, one of the earlier units of the new education center. The floor plan is shown at left.



of people who are much "smarter" than we are—at least in their own particular fields; that at times conditions may demand a complete and radical change but that this should be the exception rather than the rule, since careful planning and orderly processes can minimize, if not eliminate, many of the dangers that surround us.

If goals are well established and a course of action is well charted, if we are heading in the right direction, the rate of speed at which we travel is not of paramount importance. Backing and filling, detours and delays are not necessarily a sign of vacillation. They may well mean just the opposite: determination, courage, vision and



Right: The auto repair shop is well equipped. Tucson transports many pupils from outside the metropolitan area. The entire site of the education center comprises 21 acres.

Some parts of the educational program are becoming almost as mechanized as the business office. Pupil accounting, scheduling, scoring of tests are all now done by machine.

To improve our schools and their administration, we involve many people in evaluation and reevaluation of everything we do. In recent years we have heard a lot of talk about the number of contacts the head man should have and about conserving his energy. I would suggest that the contacts not be too limited. It's fun to work with other people in God's chosen profession of teaching school. By and large, the schools of America are well managed by honest, competent, capable, dedicated individuals or groups of individuals—school boards, teachers, janitors, school nurses, counselors, assistants to teachers, superintendent and principals, associate superintendents, et cetera, et al.

LOOK AT PROGRESS

As we move into our new education center, and, for the first time in 17 years, find all of our central administrative staff well housed in one location, we can look back with a certain satisfaction at the progress that has been made and look hopefully forward to better things to come.

In conclusion, I would like to give a last bit of advice to school administrators (at least to those new to the field) in regard to pessimism and pressures, fears and frustrations. In this part of the country there is an ancient and honorable institution, of late too often neglected or forgotten, called the *siesta*. If you are past 50 and halfway smart, or if you are 40 and are really smart, you will arrange your schedule to include time for a siesta. It will be a satisfying experience for you, and it will be time well spent—far superior to the modern coffee break: a quiet time of 15 minutes, 30 minutes, or even an hour. You'll be refreshed. Your job will be easier. #

Left: Like all the shops included in the new education center, this one is air-conditioned and oriented for the north light. This shop specializes in the refinishing of school furniture.



TWO years ago when The NATION'S SCHOOLS polled the nation's school administrators on merit rating, the majority of superintendents favored it "in principle" but raised dubious eyebrows on its implementation. In the meantime the subject has exploded into one of the hottest controversies of the day.

Exactly two years after its first poll, TNS conducted another, and found that sentiment is shifting toward merit rating.

Three-fourths of the respondents indicate that they have had a change of heart on merit rating within the last two years; 77.5 per cent say they are more favorably disposed to merit rating now than before as compared to 22.5 per cent who say they are more opposed now than before.

Although 80.8 per cent of the superintendents in the 1958 poll favor merit rating and 74 per cent think their school boards would not object (as compared with 88 per cent who said Yes and 14 per cent who said No in the 1956 poll), the old bugaboo about difficulties in putting it to practice still exists. Tribute to the principle continues—even grows—but the objections are the same: Until adequate foolproof criteria for evaluating teacher merit are devised, it will be impossible to practice merit rating.

From the replies, the louder objections seem to come from the smaller schools, which tend to be important hubs of community life. These superintendents reason that the practice would create animosities and confusion in the community, professional jealousies among the teachers, and strained relations between teachers and administrator. The situation would be intensified further by the fact that in some cases members of the school board are related to the teachers so that it is not always possible to keep personality issues out.

No wonder then that more than half of the school administrators (55.5 per cent), speaking for themselves and the board, decline to shoulder the entire responsibility of rating! This may also be the reason why more than half of the superintendents (59.2 per cent) answer that their teachers would object to merit rating.

"Good teachers would favor it," one respondent from California, said. But, a bewildered superintendent asks, "Who can identify the good, poor and in-between teacher? It's next to impossible."

In an effort to by-pass the problem, one respondent would rather have intensified training for those still studying to be teachers and a thorough weeding out of "poor" teachers so only superior teachers would be left.

MERIT RATING

... OPINION POLL

After two years, merit rating gets an overwhelming response from administrators with 77.5 per cent more favorably disposed

A nationwide sampling of superintendents' opinions by The Nation's Schools

Should parents, children and fellow teachers then participate in identifying superior teachers? Sixty-five per cent of the respondents say Yes to this. Of those favoring the step, 62.6 per cent would have only fellow teachers in on the judging, and 19.6 per cent think the three groups should participate. Some indicate that parents and children should participate, but only indirectly.

Representing the faint voice of objection, an administrator from Thermal, Calif., writes: "Merit pay should never be made a popularity contest or a mutual admiration society, and thus fellow teachers and parents certainly should never do rating." However, he would permit student ratings, unsigned, to go directly to the teacher.

Several superintendents voice the opinion that before any merit salary system is adopted by schools, there

should first be a satisfactory base pay. "Until every teacher is guaranteed a decent wage, any discussion of merit increments is academic," thinks a superintendent from New York. He is joined by a Pennsylvania colleague, who says there should be a legal minimum salary for all teachers with extra pay for the teachers who are superior.

NEED ADEQUATE STAFF

A superintendent from the East Coast, looks at the picture darkly unless three factors brighten it up: (1) Teachers' salaries generally are improved; (2) there is no longer teacher shortage, and (3) an adequate supervisory staff is provided for rating teachers.

While the majority have been merely talking, some schools have

(Continued on Page 76)

EXTRA PAY FOR SUPERIOR TEACHING?

- Do you favor the principle of extra pay for superior teaching (that is, paying the teacher somewhat in accordance with the quality of his or her teaching)?
Yes.....80.8% No.....19.2%
- Do you think your teachers favor this principle?
Yes.....34% No.....59.2% No opinion.....6.8%
- Do you think your school board would favor this principle?
Yes.....74% No.....22.8% No opinion.....3.2%
- Should the rating of a teacher's superiority be solely the responsibility of the administrative staff and the board?
Yes.....40.4% No.....55.5% No opinion.....4.4%
- If extra pay is to be granted for superior teaching, should any of the following groups participate in helping to identify the superior teacher: fellow teachers, parents, children?
Yes.....65.2% No.....14.4% No opinion.....20.4%
Of those who answered Yes:
Teachers.....62.6% Parents.....2.5% Children.....1.2%
Teachers and parents, 8% Parents and children, 0.6%
Teachers and children, 5.5%
Teachers, parents, children, 19.6%
- Have you changed your mind on merit rating within the last two years? If so, are you: more favorable to merit rating? more opposed?
Yes.....74.8% No.....11.2% No opinion.....14%
More favorable.....77.5% More opposed.....22.5%



THE IMPORTANCE OF APLOMB

WITHOUT question, the most necessary qualification that every successful school administrator must possess is a high degree of aplomb (i.e. synthetic and sympathetic perpendicularity). In his daily take-and-give, he must exercise ingenious aplomb when the loud-speaker whistles during his speech at Rotary. He must display tactful aplomb when some stray sputnik hits his curriculum. He must maintain an agile physical aplomb when batted over the head by Mrs. Busty.

But his greatest need for persevering aplomb will come at the commencement season, for the stylized American commencement ceremony is truly an occasion which tries the souls of superintendents. It is not the ordinary commencement routine that wears him down. He knows that the stage curtains will flop instead of flip. He may be sure that several tender graduates will faint from exhaustion and ennui. He can anticipate the bitter fist fights that break out in the audience when Aunt Nellie fails to get a seat. He can close his ears to the clatter which arises in the orchestra because of the incompatibility of tuba and drum. These little incidents are to be expected and enjoyed. The real trouble comes when the traditional and historical commencement rites are being performed—the flag presentation, the class song, the befuddled janitor, the missing diploma.

How shall he react to these emergencies? How shall he stand, behave, grimace or grin? When, for example, the graduating class begins to hum the second verse of the class song, hitherto unpublished, shall he come to attention and give a snappy salute or merely gaze patriotically into space? When the befuddled speaker, braving the wrath of indignant infants, saves the world for several extra hours, what course shall our master of ceremonies adopt? Shall he sneak up behind Old Fussywuzz and push him into the orchestra pit or shall he try to look intelligent and scribble observations that will ruin him if they are ever discovered? When the advertising prizes are given out at \$2 per head, how shall he respond? If he yawns loudly, offended merchants will cut off his doubtful credit.

If he grins, it is mistaken for lack of interest in true scholarly achievement.

The climax comes, of course, when the President of the Board begins to stumble over the outlandish names engraved on the diplomas and surrenders completely on Anita Kwiatkowski. Should our hero grab the ball or merely run?

Nay, he must not diddle! Now is the time to call upon his inexhaustible supply of aplomb and present to the world that fatuous, soulful, far-away expression which denotes that he is only a passenger on Cloud 7, Layer 2. This is probably the exact truth, for hard-boiled school superintendents are invariably sentimentalists and, praise Allah, commencement comes but once a year.

SCIENCE PROJECTS

THE CURRENT school curriculum that mandates courses in science beginning at the nursery school level offers explosive possibilities for teachers interested in the project method. Through carefully motivated real-life science projects the alert little kiddies can explore their environment, become science-minded, and have a gladsome time in group dynamics. The old-fashioned post office project can be relegated to the school attic where it undoubtedly belonged in the first place.

The teaching of science lends itself admirably to unheard of projects which the shuddering teacher will recognize at once. Arrangements should be made as soon as possible for a class visit to the nearest science laboratory. After a few visits the opportunity may be lost forever because, following the initial enthusiasm, the laboratories will quickly install higher fences and better burglar alarms. The time for a laboratory visit is immediately.

Science laboratories are truly intriguing places and as the children dash gaily around, mixing the liquids, dropping explosives, and breaking their little beakers, they will learn a lot. The brighter ones will probably be able to obtain samples of materials which can be used for class experiments during future assemblies.

A visit to a modern museum of science offers even greater possibilities in learning by doing, for there are buttons to press,

attendants to bomb, and stereopticons to jam out of kilter. Such a trip enhances wholesome physical activities, as well, for the jolly attendants are alert at a moment's notice to play games like cops-and-robbers or who-has-the-dynamite. Once the class becomes science-conscious, their fertile little brains will discover many new materials and adaptations which will make life more interesting for the teacher.

RESEARCH FINDINGS

AS A SPECIAL service to school executives and writers of doctoral dissertations, Chalk Dust presents its 1958 galloping poll. The data are based on discoveries by the N.E.A. Research Department, personal observation, and rumor. School superintendents will find these statistics, which undoubtedly prove something or other, useful in influencing boards of education, confounding citizens committees, and impressing P.T.A.'s. Shake thoroughly and use with caution:

1. Three out of four teachers are women. The rest are probably men, although some mice may be included, depending upon any of the current developments with boards, budgets and bickerings.

2. The median school superintendent is 36 years old, although since he has had his curriculum clobbered he looks considerably older.

3. Compared with 60 per cent of the citizens generally, 86 per cent of teachers voted in the last presidential election. Party affiliations were announced publicly by 10 per cent, which makes 76 per cent still active in the teaching profession.

4. Three out of four teachers have a bachelor's degree, one out of four has a master's degree, and four out of four, according to their own statements, have completed work for a doctor's degree "except for a few hours and a thesis."

5. The average teacher had 13 years' experience in the same position. The average administrator had much more in a great many more places.

6. In answer to the question, "Would you be a teacher if you had the chance to do it again?" 81 per cent of the women answered, "Yes—but"; 54 per cent of the administrators said, "Could be," while 20 per cent replied, "Boy, oh, boy!" The remainder failed to reply because they were busy pumping gas or had no postage stamps.

CALLING ALL TEACHERS

AT THE SUGGESTION of Mrs. Busty, I am forced to report that the very lovely cactus plant presented to the fifth grade by the Sugartown P.T.A. for parental attendance has expired because of excessive watering. This sort of overprotection must cease. Will all home room teachers please see that

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SCHOOL LUNCH



This dining room at Upper Darby, all ready for a banquet, seats 750 students.

Attractive Setting Sells More Meals

CATHERINE B. NICHOLS

Director of School Cafeterias, Upper Darby, Pa.

IT IS important to nutrition education that students see attractive displays of food in school cafeterias. Because we believe this, emphasis is placed upon selection of tableware. Texture, color and appearance of food on warming and cold tables are stressed. Menus include varieties of vegetables, salads and desserts within the hot and cold Type A lunches.

In order that foods may be beautiful on display, spotlights are set over

counters. These shine on polished sherbet glasses of colorful desserts and enhance other food offerings. Children as well as adults who avoid unattractive displays of delicious food are drawn to try "just a little," if the food is attractive.

When selection of foods is not a factor, paper service, carefully chosen, can often replace china and glass. This is true when it is necessary to transport food from a central kitchen

in one building to schools not yet equipped for food preparation.

Upper Darby has built and opened one senior high, one junior high, and one elementary school cafeteria and completely remodeled one junior high school and four elementary school cafeterias since 1952. Often it is necessary to supply food service to buildings under construction, from other school cafeterias. To facilitate this, paper water and juice cups, soup bowls, luncheon and dessert plates, napkins and paper milk cartons are used.

As students are taught to return soiled dishes and silver, it becomes a simple matter to separate food, silver and paper. Paper is burned in incinerators. Early in our building and remodeling program our superintendent of maintenance, Charles W. Butterworth, recognized the need and

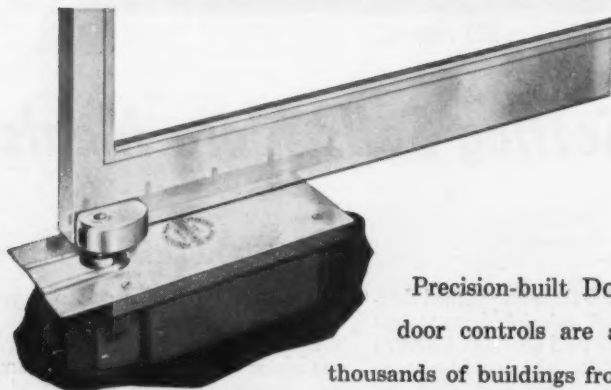


For efficient self-service in the cafeterias at Upper Darby, this soiled dish disposal is set up at one end of the cafeteria for the use of the student servers. When paper service is used, dishes are returned through pass-through windows. Incinerators are in every building.

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installed incinerators in every building not already equipped.

Use of paper cartons for milk distribution has been particularly economical. It has saved two hours per day of the time previously required to handle returned and broken milk bottles and to mop spilled milk. Disposal of milk cartons in incinerators is simple if wet cartons and dry paper articles are burned alternately.

ON SPECIAL OCCASIONS

Cafeterias are planned for quick, efficient self-service. Equipment is provided to permit speedy return of sterilized glass and dishes to service areas. Large banquets tax these facilities to the utmost and slow food service. The use of paper plates and cups, appropriately decorated for the occasion, simplifies the operation and is economical.

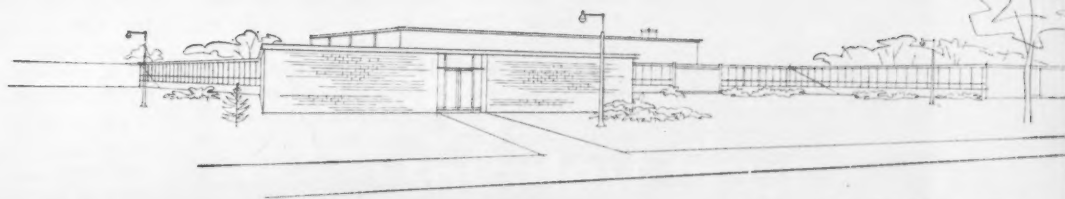
Our teachers find relaxation and increased efficiency in a cup of tea or coffee at inservice training meetings. After a day of teaching, tea or coffee with small sandwiches or cookies provides the lift necessary for a longer and better day's work. A staff or faculty meeting is more informal when accompanied by a coffee break. This is accomplished with expedition and little expense as we use paper plates, napkins and cups with handles.

The original investment in and maintenance of linen are extremely costly. Linen rental is also expensive and frequently unsatisfactory. For this reason we use white damask table cloths for formal dinners only. For large banquets and special luncheons we use oblong paper doilies of the white linen type. Dinner size paper napkins are standard for all the occasions when the regular dispenser napkins are inappropriate.

Before labor and equipment costs became prohibitive, it was our practice to purchase sufficient tableware to carry us for at least two days in case of breakdown. The original cost of these items, storage, handling, labor and inconvenience now dictate keeping on hand a supply of paper service sufficient to replace china and glass for the duration of any type of emergency. #

Home economics is no "frill"! It is as important in high school curriculums as science, home economics teachers agree. It can "help create a secure environment in which children can learn responsibility," said Edna Amidon, director, home education branch, U.S.O.E. Boys take cooking and sewing courses in New York City high schools. But their number may have to be cut down to make room for the girls. #

Free daylight by **Toplite** Roof Panels keeps electricity bills low...



At General Mitchell School, West Allis, Wisconsin, artificial lighting is seldom required because Toplites, even on cloudy days, keep daylighting above recommended levels. Architect: Schutte, Phillips & Mochon, Inc., West Allis, Wisc.



◀ Near the windows or far from them, good daylighting is everywhere when Toplite Roof Panels supplement sidewall daylighting.

Toplites alone can keep classrooms comfortably daylighted even when window drapes are closed. Audio-visual darkening devices are available. Write for details.

At General Mitchell School, West Allis, Wisconsin, artificial lighting of classrooms was required only 20 days of the entire school year. The reason: controlled daylighting by Owens-Illinois Toplite Roof Panels.

Teachers at General Mitchell School use light meters to determine when it is necessary to provide artificial lighting. Yet even on sunny days with drapes closed, Toplites alone keep brightness at comfortable levels. And on overcast days, the scientifically designed prisms in Toplite panels keep light levels *above* recommended standards.

If you're planning to build a new school or modernize an older one, be sure to investigate the unique daylighting—and tax-cutting—advantages of Toplite Roof Panels. Write Kimble Glass Company, subsidiary of Owens-Illinois, Toledo 1, Ohio.



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it would be unfortunate if commercial interests used these contacts as means of bringing direct sales pressure upon individual board members.

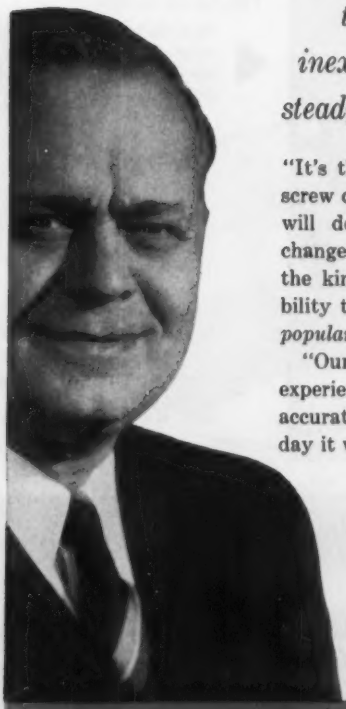
Superintendents today believe that much progress has been made in the efficiency of school administration through the delegation of purchasing responsibilities to competently trained professional people (either the superintendent, his business manager, or others on his staff).

We had an opportunity at the convention to visit occasionally with a superintendent and school board member who were attending the con-

vention together. In the presence of each other, we would ask the board member and superintendent what they thought of the exhibits. Invariably the answer from the board member would be: "I appreciate the opportunity to see what these things look like. I hear about them and I read about them, but I like to see them. They help me in reacting to my superintendent's recommendations."

And the superintendent would say, "That's right. I like my school board members to know what these materials and services are."

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This point of view was expressed in the printed convention program by Arthur J. Crowley: "The board member has in this exhibit a splendid chance to gain information which will be of real assistance to his administrator and staff."

Seven Studies Published. Preliminary copies were distributed of "Seven Studies," the culmination of research made possible by a special grant from the Fund for the Advancement of Education.

The studies present the findings and reports of N.S.B.A. consultants (professional educators) on these topics:

1. Organization of the curriculum.
2. Full utilization of schools and personnel.
3. More individual attention to pupils.
4. Recruitment and retention of capable teachers.
5. The merit rating issue.
6. Better utilization of all teacher competencies.
7. The potentials of television for the schools.

New Officers. New officers elected are: Carl B. Munck, Oakland, Calif., president; Robert E. Willis, Bradenton, Fla., first vice president; Roy O. Frantz, Pueblo, Colo., second vice president. Cyrus M. Higley, Norwich, N.Y., was reelected treasurer.

Newly elected directors are: William H. Egel, Sea Girt, N.J., for the Northeast Region; John L. Bloxsome, Terre Haute, Ind., reelected for the Central Region; Matthew Sutherland, New Orleans, and Mrs. Mary K. Colley, Hillsville, Va. (reelected), for the Southern Region. Mrs. Will Miller, Corsicana, Tex. (reelected), and S. Y. Jackson, Albuquerque, N.M., for the Western Region; George Morse, Tucson, Ariz., and Royal T. Harward, Loa, Utah (reelected), for the Pacific Region.

Registration Statistics. The total registration was 44 per cent higher than a year ago, with 2858 members and guests recorded, compared with 2021 last year. Actual board member attendance increased more than 50 per cent, 2200 in 1958 compared with 1405 in 1957.

Headquarters Staff Increased. The headquarters staff of N.S.B.A. will be increased by the appointment of an executive assistant for exhibits, advertising and special field services. The position will be filled by Harold V. Webb, executive secretary of the Wyoming School Boards Association for the last three years.

San Francisco Next Year. The association will hold its independent convention next year at San Francisco, January 26 to 28. #

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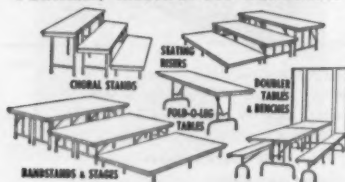
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Both S.A.S.B.O. President Roy C. Taylor and A.S.B.O. President J. Harold Husband stressed the importance of good public relations as one of the functions of the school business manager in winning allies for his school system. Mr. Husband further emphasized that the manager must understand all that his co-workers on the educational side are endeavoring to accomplish.

sional status," the board recently asked one of its directors, Frederick W. Hill (who is assistant superintendent in charge of business of the Minneapolis public school system), to make a comprehensive study of the entire school administration field. Dr. Hill's committee is to attempt to obtain answers in the following areas: definition of a business manager; scope of his duties, responsibility and authority; his place in the organization of a school system; relationship of other personnel to him; qualifications of a competent business manager; some guide as to when a school needs a business manager, and current statistics on certification, including courses and workshops offered.

From his own experience, Mr. Husband offered the following guidelines for the school business administrator: He must know how to administrate, he must know his public relations, he must train himself to take advantage of every means for acquiring professional status and for operating as a member of a professional organization, he must know how to follow proven techniques of industry, and he must know how to live. Above all, President Husband believes, the attitude of the business manager is most important, since by his attitudes and actions he can do much to set the right temperature for the school organization.

Among the forward-looking matters of business which came before the convention repeatedly was that of a summer workshop for school business management training at one of the southeastern colleges or universities.

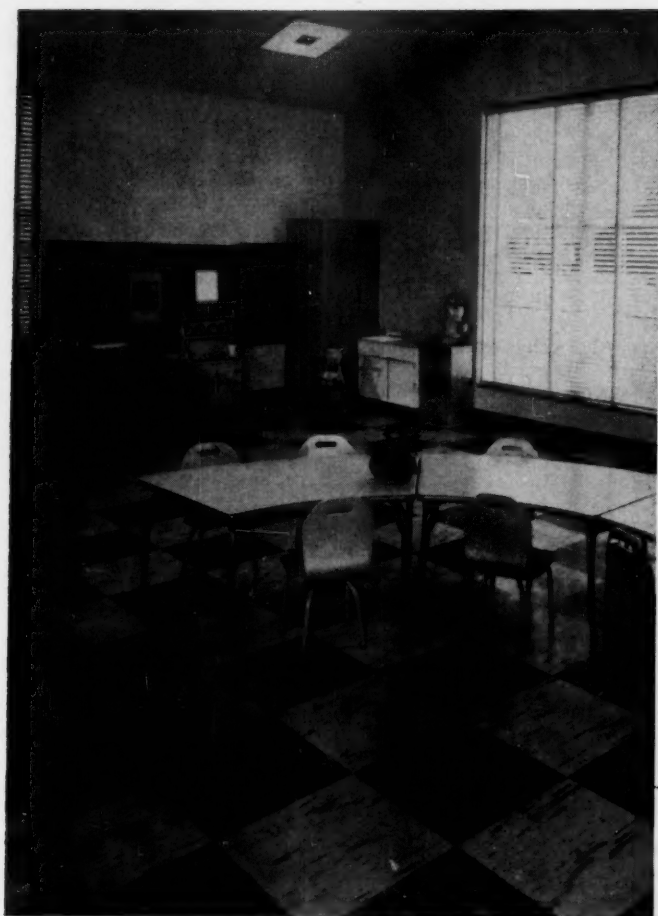
Rayburn J. Fisher, chairman of the A.S.B.O. university contacts committee, urged the association to encourage and endorse two or more regional

workshops in the way of looking forward to the time when the chief school business manager would be certified. It will be only a matter of years, Dr. Fisher believes, when 18 hours of specialized study beyond the A.B. degree will be required by state departments of the southeastern area for certification of top school business officials. This requirement will not be a requisite for employment at first, but will be the first step toward certification beyond the requirements now made by individual state departments, the assistant superintendent of Jefferson County schools, Birmingham, Ala., stated.

Samuel Alexander, assistant superintendent-business, Jefferson County board of education, Louisville, Ky., and a 1957-58 S.A.S.B.O. state director, reported on his experiences at the first international workshop for business officials held last summer in Philadelphia, under the joint sponsorship of the A.S.B.O. and the University of Pennsylvania. Said Mr. Alexander: "School business management generally has truly come of age, although it has long been developing. In the near future, more schools will require the services of business managers and more training will thus be required." It was Mr. Alexander's hope that the southeastern association would arrange for its own workshop.

W. D. McClurkin, director of the division of surveys on field services of George Peabody College for Teachers, Nashville, Tenn., said his school would be willing to provide facilities for such a workshop, provided business managers of the southeastern region would initiate and sponsor the project.

(Continued on Page 70)



Everett Elementary School, Lake Forest, Illinois
Architect: Ralph Milman, Chicago, Illinois

201

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A resolution subsequently passed at the business meeting declared that learning opportunities for school business officials will directly benefit public education, and urged the university contacts committee to continue its efforts to schedule a workshop university course at George Peabody College, beginning with the summer of 1959.

Another resolution expressed appreciation to *THE NATION'S SCHOOLS* magazine for "its continued cooperation in publicizing the activities of this association."

"To save on the wrong things and in the wrong way is to render a disservice to the child, especially if this involves *not* purchasing what is essential. In Dade County we are interested more in spending wisely for essentials than we are in saving."

This statement came from Joe Hall, superintendent of the board of public instruction of Dade County, Miami. To win public support, he said, business officials need to provide citizens with the details of their economic practices. If schoolmen have an inferiority complex relative to their schools, they should take another look at what they are doing, Dr. Hall counseled.

"Where the least money is spent on schools, citizens are the least satisfied

and think too much money is being spent. Wherever necessary funds are invested, better schools are bought, the public is better satisfied, there are fewer complaints in the community itself, and there is less resistance in the legislature."

These observations were among those expressed by R. L. Johns, head of administration and field services at the University of Florida, Gainesville.

"If our schools are not as good as they ought to be, it is because we are spending only 3 per cent of the national income on education—less than \$10¼ billion, or \$316 a pupil," the speaker continued. With enrollments increasing at the rate of 1.2 million pupils a year, school population by 1966-67 will approximate more than 44 1/3 million children. To get the talent we need into the teaching profession, we must spend twice as much as at present, Dr. Johns explained, which means that by the close of the next decade we need to have allocated for education \$28 billion, or \$632 a pupil, each year.

The federal and state governments are in a more strategic position than school districts to tax the major sources of national income, Dr. Johns stated, adding: "We'll never have an adequately financed education program

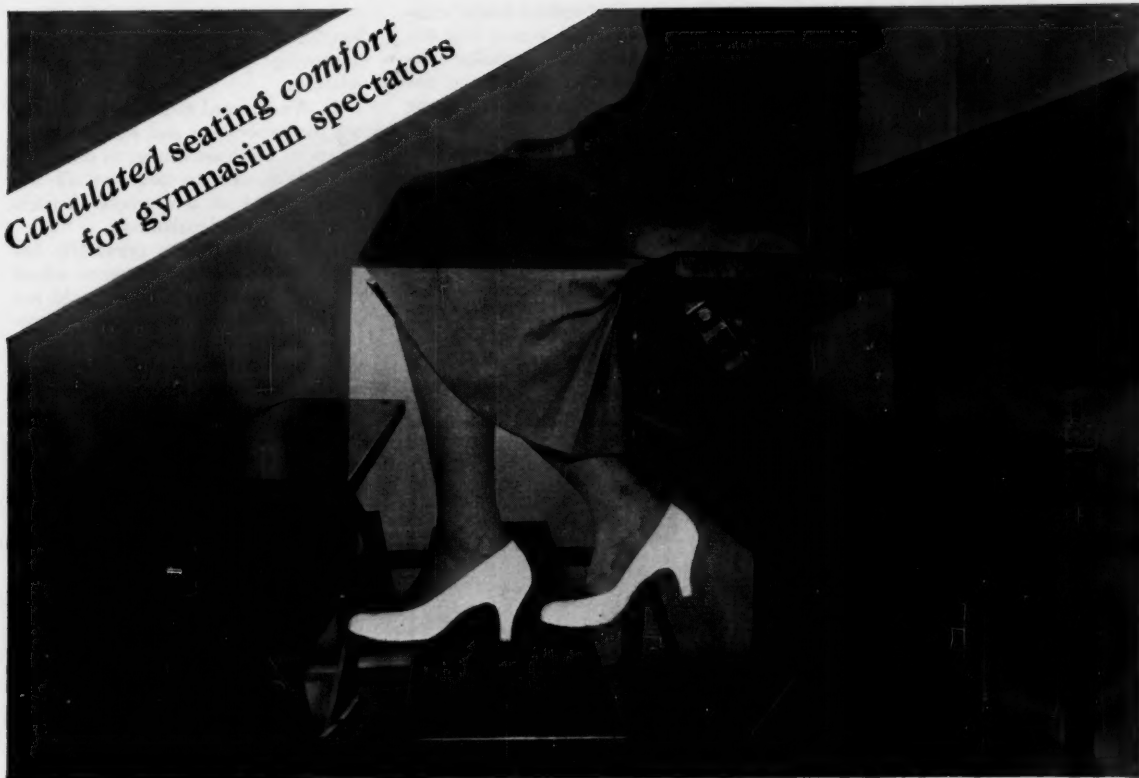
Among some 16 women registered from the business departments of schools in the 10 southeastern states were the following: Back row, l. to r., Mrs. L. H. Gregory, Fairfield, Ala.; Vernon T. Brinson, MacClenny, Fla.; Mary E. Core, Fernandina Beach, Fla. Front row: Mary Sutherland, Lexington, Ky.; Juanita M. Kelley, Moore Haven, Fla.; Pauline June, Punta Gorda, Fla.



The NATION'S SCHOOLS

1

Calculated seating comfort
for gymnasium spectators



Universal Roll-A-Way* Bleachers provide more comfortable leg room than any others

When selecting or specifying gymnasium bleachers, it is only natural for you to favor those which provide maximum seating in minimum space... for economy's sake.

But what about the spectators? Are you considering their *comfort*? Cramped seating facilities don't encourage big turn-outs for basketball games or other events.

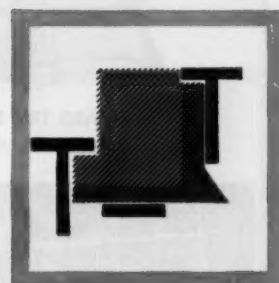
Here is the answer:

When designing Roll-A-Way Bleachers, Universal engineers calculated seating comfort for spectators and attained maximum seating in minimum space as well. This exclusive design was based

on the fact that, without a backrest, a bleacher seat could be comfortable only when there was ample room for a spectator to move his feet freely and balance his body.

In the illustration above, notice the seated spectator's natural, comfortable position. There's ample room for feet in any desired position... extended or drawn back under the seat.

Make all the tests you wish. Compare design, construction, dimensions, seating area... and you'll find that Universal Roll-A-Way Bleachers offer the greatest possible comfort in gymnasium seating. Write for free catalog.



The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator... permitting normal positions of feet drawn back under the seats. Compare this with other makes which have 2" or 3" less space and vertical filler boards flush with seat fronts (smaller total area shown in lighter tone of illustration above).

*T. M. Reg.

UNIVERSAL BLEACHER COMPANY

Champaign, Illinois • Representatives in principal cities

throughout the United States until the monstrous inequities have been corrected. Federal aid to schools is logical and equitable, and will prove to be popular."

An illustrated presentation on school-house planning, designing and construction was made by Stanton Leggett, member of the educational consulting firm of Engelhardt, Engelhardt, Leggett and Cornell. Dr. Leggett criticized large auditoriums, stating that in the professional theater 500 seats are considered the maximum for satisfactory hearing conditions. He reported that there was less of the

"gorge and go" in today's school cafeterias, the goal being to seat four students to the table. The consultant defended glass walls, pointed out the value of putting "children doing things" on display. He would permit some noise in the school library to permit its use as a workroom, and pointed out the value of carpeting as a sound absorbing device. Enclosed walks between the classroom and cafeteria were characterized as "seldom needed;" children have been walking home for lunch for hundreds of years; at high tuition schools students walk miles between buildings.

At the opening session, President Roy C. Taylor suggested five ways for improving professional and public relations:

1. We all need to improve by sharing the experience and knowledge of others in positions similar to our own.

2. We need to acquaint all the other groups in our school districts with our own departments.

3. Each of us can personally improve public relations between school and the community. This should not be attempted by mass communications, which is illusory, but through the happy, interested child going home each day to tell with enthusiasm the happenings of the school day and his accomplishments.

4. If parents and citizens of a community feel that they are a part of the school, that they are wanted and used, they will defend and support the school.

5. We can all improve our positions in our school district and our school boards if we spend other people's money for other people's children in the wisest ways that we know how.

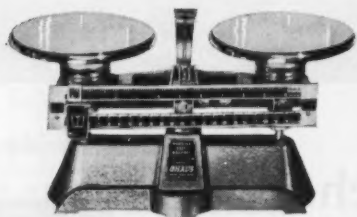
PUBLICATIONS OUTLINED

A summary report on the publication ventures of the parent association was made by Crawford Greene, business manager of Hillsborough County schools, Tampa, Fla., who is chairman of the national A.S.B.O. committee on accounting and finance. Mr. Greene reported that six states thus far had adopted the procedures outlined in the accounting manual prepared by the U.S. Office of Education with the assistance of A.S.B.O. and other organizations. Twenty-eight other states have accepted the procedures outlined and plan to put them into practice during the fall of 1958 or later. Eight additional states have the procedures under consideration.

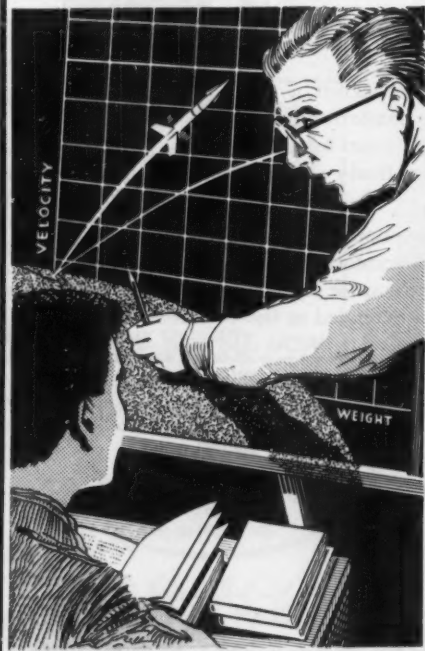
Currently in process of completion, for publication in 1959, is the new property accounting handbook, preliminary drafts of which have been studied at various regional meetings. As explained by Mr. Greene, the new manual will be a skeleton or framework onto which the local system can build on whatever is wanted in the way of records about permanent property of the schools. The information can be used either in card or ledger systems and will be useful where punched-card systems are utilized. It may possibly require one person one year to get the system installed, the major job being one of accumulating all the basic data, such as acquisition costs of the various property units. Thereafter, keeping the records up to date will be relatively simple.

(Continued on Page 74)

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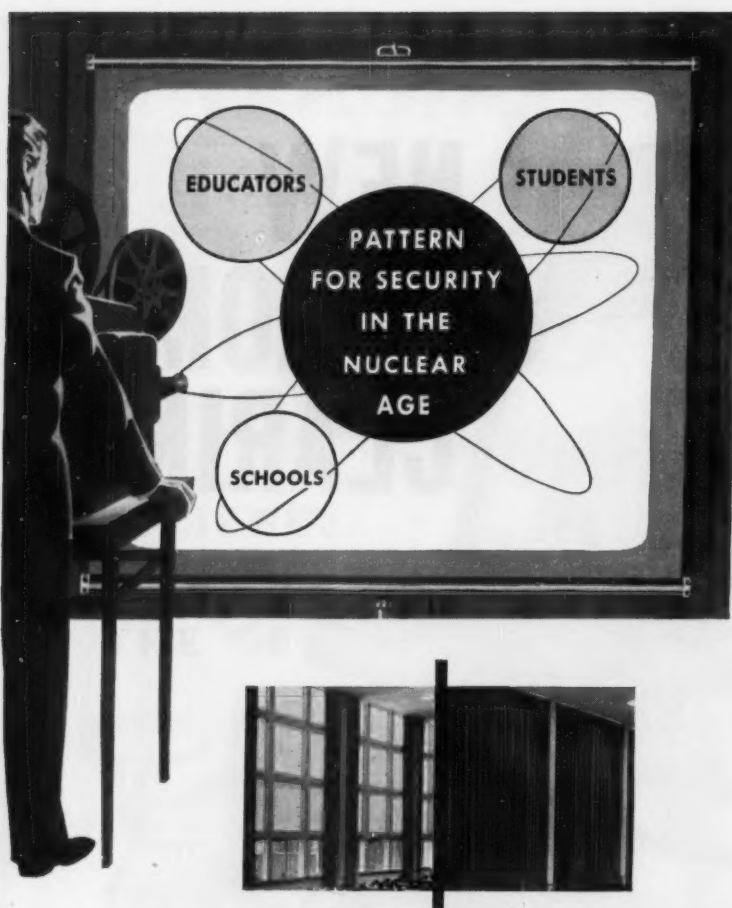
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Room-Darkening Curtains • Reversible Cycloramas • Gym Floor Protection Covers

Officers and directors for the coming year were elected by acclamation. Moved up from first vice president to the presidency, effective July 1, was Jesse B. Myers, director of purchases and contracts, Louisville, Ky. Mr. Myers challenged each member to do individually all he can to increase the prestige of the S.A.S.B.O. so that the organization will be known and respected by each school administrator of the South.

Other officers are: first vice president, Fred W. McEwen, assistant superintendent, Jackson, Miss., former second vice president; second vice president, Harry S. Livengood, business manager, Salisbury, N.C., former state director from North Carolina, and president of the state association of school business managers; reelected secretary-treasurer, Paul L. Franklin, business manager, Meridian, Miss., a director of the S.A.S.B.O. since its inception in 1951.

NEW DIRECTORS NAMED

In keeping with constitutional provisions, one-half of the 10 directors (each representing a state) are replaced each year. The five states which will have new directors for 1958-59 are: ALABAMA, Mrs. Kathy B. Looney, assistant business manager, Birmingham; KENTUCKY, James H. Johnson, assistant superintendent, Owensboro; LOUISIANA, Harold T. Porter, business manager, Orleans Parish, New Orleans; NORTH CAROLINA, Spencer M. Connor, business manager, Asheville, and 1959 convention chairman; SOUTH CAROLINA, James H. McDaniel, business manager, Greenwood school district No. 50. All of these state directors will serve a two-year term, cannot succeed themselves.

Continuing are the following five state directors: FLORIDA, L. O. Calhoun, director of finance, Duval County schools, Jacksonville; GEORGIA, Jerry D. Wootan Jr., administrative assistant, Fulton County schools, Atlanta; MISSISSIPPI, Richard G. Barnes, finance supervisor, Jackson; TENNESSEE, H. H. Turpen, assistant superintendent, Nashville; VIRGINIA, Henry M. Eubank, director of accounting, Richmond.

Also continuing as a member of the executive committee is Roy C. Taylor, business manager of Greenville County schools, Greenville, S.C., and immediate past president of S.A.S.B.O.

Registered for the convention were 144 of the 168 paid members, including 16 women business officials, and 43 guests. Asheville, N.C., was voted the 1959 convention city (April 15 to 18) and Jackson, Miss., was selected for 1960. #

The NATION'S SCHOOLS



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Work benches, drawing tables, storage cabinets, tool cribs—whatever you need in steel equipment, Lyon is a logical first choice. No other manufacturer offers a line so varied, so complete.

A Lyon Dealer is just as near to you as your phone. Why not let him help you get the most for your steel equipment dollars?

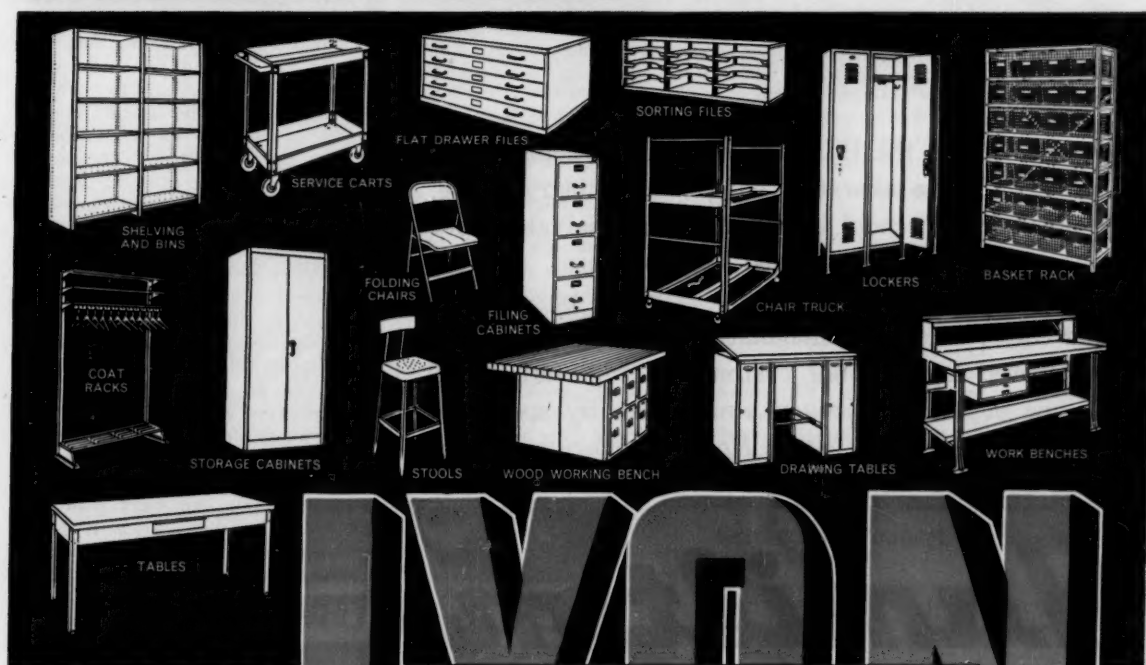
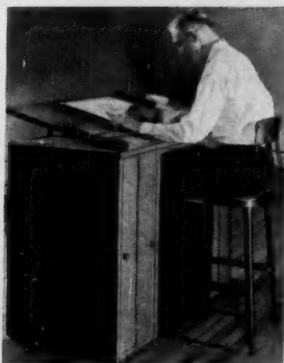
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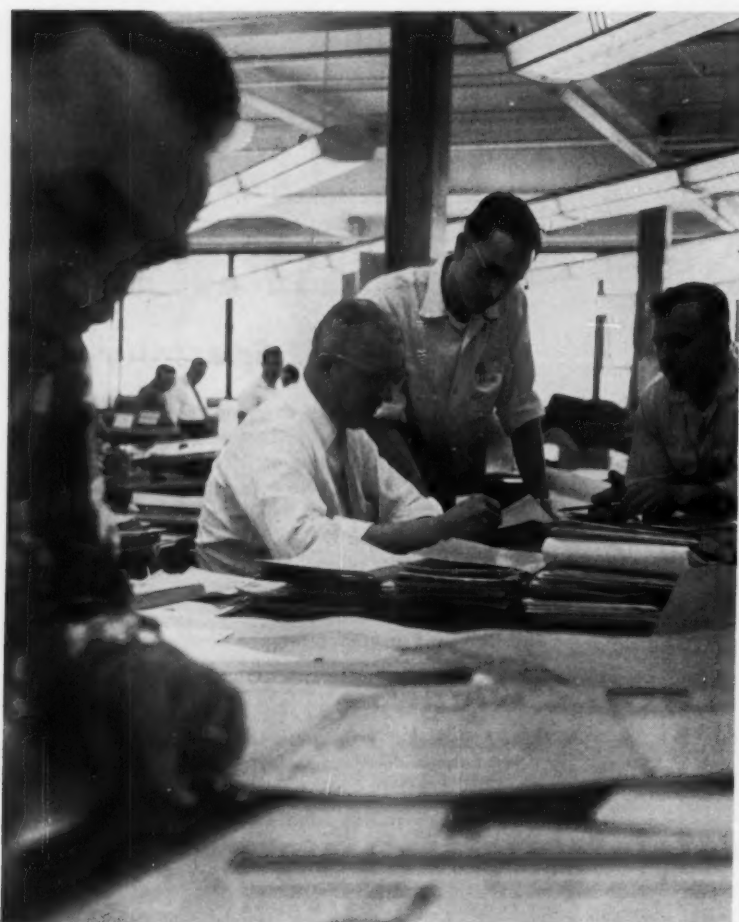
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OPINION POLL

(Continued From Page 61)

gone ahead with action. The schools of Abington Township, Abington, Pa., have been using a supermaximum salary increment plan since June 1957. The plan was designed not only to select outstanding teachers and reward them financially but also to direct the attention of all teachers to those qualities generally agreed upon as characteristic of "outstanding professional competency."

CRITERIA NAMED

These are the Abington criteria: (1) professional preparation in formal schooling and extensive knowledge of the subject taught; (2) successful classroom teaching exemplified by satisfactory teacher-pupil relationship and student growth; (3) a wholesome professional attitude, good mental health, pleasing personality, good citizenship, and those qualities that make for satisfactory relationship with one's fellow men; (4) willing service to the school and to the profession beyond the requirements of a contract, and (5) continued interest in bringing the best to the pupils through advanced study, writing, travel or whatever means are available to the teacher to promote growth and interest to youth. Evaluation procedures are set down step by step.

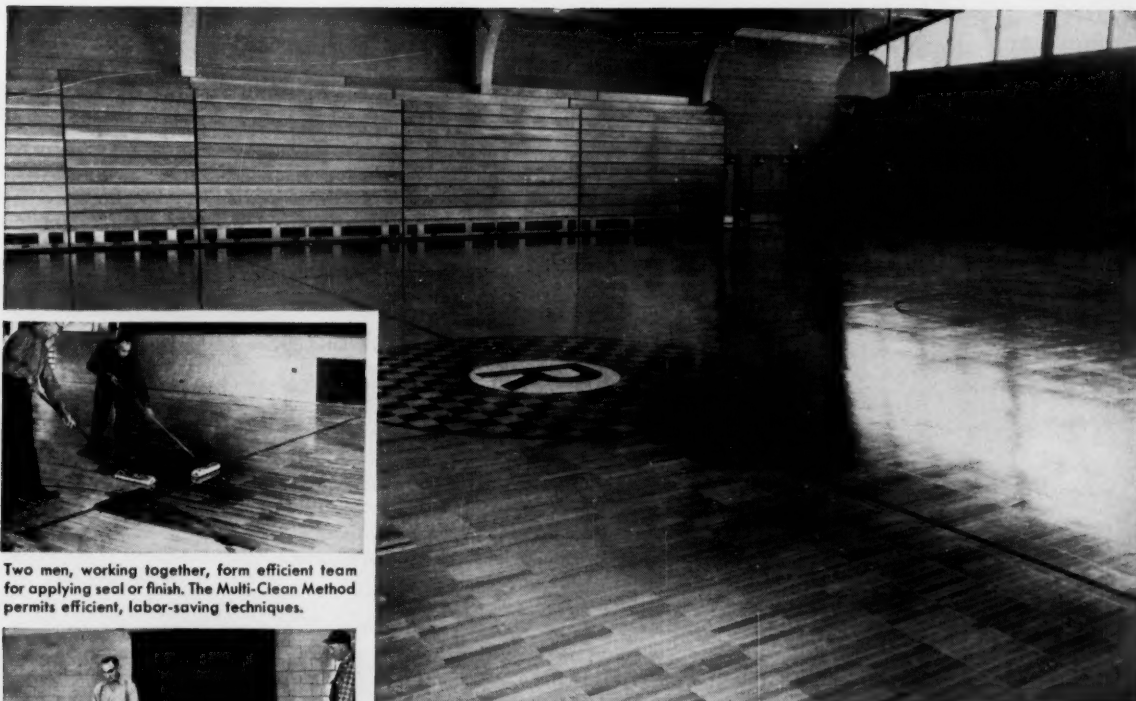
Composing the evaluating committee are the building principal, who heads the committee, and two others chosen from either the assistant superintendent, assistant to the superintendent, subject matter supervisor or coordinator, retired teacher, department head, or a teacher from another building in the same field.

SUCCESSFUL PLAN DESCRIBED

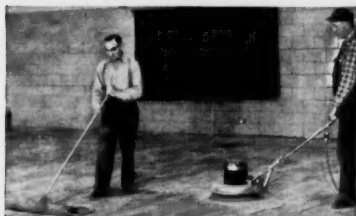
Another voice of experience that believes in putting words into action comes from Connecticut: "We have successfully operated a merit salary plan for many years. Through the experience we have had, I believe it is possible to relate salary to teacher competency by giving extra awards for superior teaching. Contrary to popular opinion, our merit plan has not lowered morale. There is much evidence to show that quality of teaching has been improved since the inauguration of our career plan.

"The reluctance of school administrators and organized teacher groups to consider the merit pay question, in my opinion, has been one of the chief deterrents to the development of truly professional salary levels. As we increase the ceiling of opportunity, we should be able to recruit more of the most able minds into the teaching profession."

#



Two men, working together, form efficient team for applying seal or finish. The Multi-Clean Method permits efficient, labor-saving techniques.



Floor is steel woolled and mopped after sealing; also between coats of Multi-Clean Gym Finish.



Game lines are painted in after floor is sealed, but before Multi-Clean Gym Finish is applied.

How to choose the best finish for your gymnasium floor

Here are important qualities you should insist on when you select a finish for your gymnasium floor . . .

It must be smooth, tough, elastic, light-colored, non-slippery, and resistant to scuffing and rubber marks.

It must possess high gloss, yet permit a minimum glare. It must be fast playing and should be approved by the Maple Flooring Manufacturers' Association.

Multi-Clean GYM FINISH excels in all these respects and also offers unusual economy.

Why it saves you money

Because it contains 40% non-volatile materials, Multi-Clean GYM FINISH used with Multi-Clean PENETRATING SEALER accomplishes as much with 3 coats as ordinary gym

finishes do in 4!

The MULTI-CLEAN METHOD is a complete, scientific floor care program which calls for the *right materials*, the *right equipment*, and the *right technique*.

New film explains Method

It is described in detail in a color film strip with sound, "Installation, Finishing, and Maintenance of Gymnasium Floors."

For informational literature telling how you can rejuvenate your gym floor or for free film showing, see your local Multi-Clean Distributor . . . or write Multi-Clean Products, Inc., St. Paul 16, Minnesota. You'll be under no obligation.



Multi-Clean Method

The combination of the right Multi-Clean Equipment and Materials with the correct procedure.

Scrubbing Machines
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- ☐ Please send information on the MULTI-CLEAN METHOD for finishing Gymnasium Floors.
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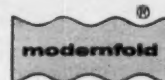
The Student Line Chair stacks level, stacks snugly, stacks firmly balanced to greater number—takes up less space. Every feature was designed with the student in mind, providing advanced function. Notice the leg design...greater stability—nothing to trap heels. Self-adjusting glides hug the floor; longer wear. Extra large back and seat are contoured for *all position* comfort.



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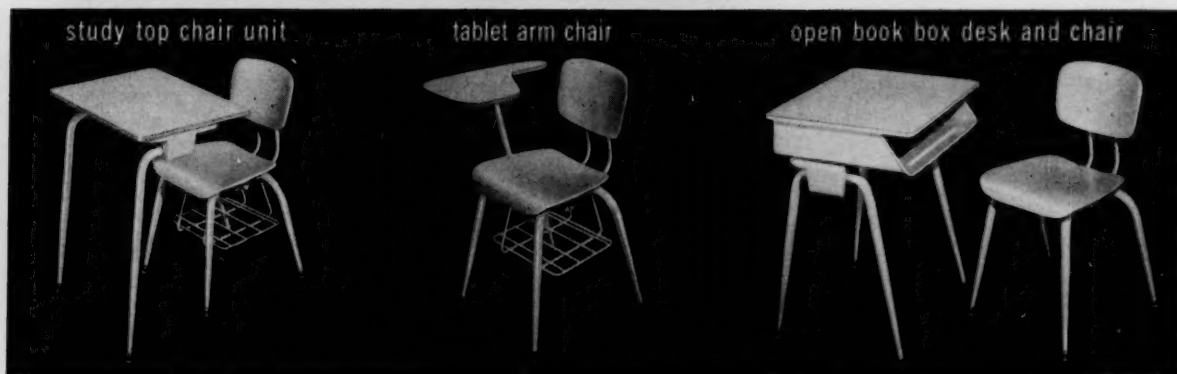
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under-seat book storage rack available as an accessory...large size...accessible from either side

PEABODY

THE PEABODY SEATING COMPANY, INC., NORTH MANCHESTER, INDIANA



Udall Bill Introduced

► Rep. Stuart A. Udall of Arizona has introduced a bill (HR 12279) to authorize assistance to state and local communities in remedying inadequacies in teacher salaries, school facilities, and equipment. It would provide \$500 million for these purposes for the fiscal year beginning July 1, 1958, and such amounts thereafter as Congress might appropriate.

The federal-state-local administrative arrangements are vastly different from those in any other public school legislation before Congress. The bill provides that federal funds would be allocated to the states under a school-age population formula, with statistics certified by the U. S. Commissioner of Education to the Secretary of the Treasury on or before the first day of each fiscal year. The Secretary of the Treasury would then send the funds directly to the states in quarterly payments, beginning on July 31. The state educational agencies would add the federal funds to the state aid systems for education, receiving their only federal instructions on how to do so from the statute itself. There would be no federal administrative direction in any manner whatsoever.

After the funds have been expended in local schools each fiscal year, the states would make their reports to the U. S. Office of Education, describing how the federal funds had been used. The bill then provides that the Commissioner of Education shall transmit these state reports to the

Congress, together with his recommendations, on or before January 1 following the end of each fiscal year. The Congress would decide on the amount to be appropriated for the following year on the basis of the reports from the states, the recommendations of the commissioner, and its own evaluation of the program.

We brought this program to the attention of Congressman Udall after a careful study of land-grant college administration of federal funds. We found that the grants for instruction under the second Morrill Act of 1890, as amended, have operated successfully in essentially this manner for 68 years. This is the only part of the land-grant institutions' federal support administered through the U.S. Office of Education.

Reports by the land-grant institutions to the Office of Education under the second Morrill Act were itemized only during the early years of the program. For the past quarter of a century, reporting has been confined to general totals expended for salaries or facilities in such programs as agricultural education, mechanic arts, and five other broad branches of instruction. The Secretary of the Treasury sends the funds in a single check preceding the beginning of the fiscal year, and the reports are made by each land-grant institution after the funds have been expended and after the close of the fiscal year. Our study makes it clear that the reporting to the Office of Education already done on a voluntary basis by the state education agencies concerning public elementary and secondary schools is comparable to the reporting by the land-grant institutions receiving these funds, except for the short treasurer's report at the end of each fiscal year. The states could duplicate this procedure easily.

Under the Udall bill no additional federal employee would be required. The state agencies would add the federal funds to their respective state aid systems, dividing the funds among salaries, facilities or equipment for public elementary or secondary schools according to their needs. The states would make their own reports, not on federally prescribed forms. The federal funds would become a part of the state aid systems, which now provide a total of nearly \$5 billion annually to local school districts throughout the country. The same prudential require-

ments for accounting and auditing would be applied to the federal as to much larger amounts of state and local funds involved.

We submit that there could not be any federal administrative control of education under the Udall bill. Opponents who have used the "federal control" issue should be silenced forever on this subject if such direct grants are made, but perhaps they will start a campaign to prove there ought to be more federal control of education.

Assistance Laws Extended

► Next year approximately 400 public school districts will receive up to \$62 million of federal funds for school construction under P.L. 815. About 3300 districts will receive about \$143 million for current operating expenses under P.L. 874. Both laws were amended in April by the House of Representatives, passed by a voice vote, and sent to the Senate where similar action is expected.

The federal assistance laws have been in effect since 1950, and during the first seven years of their operation resulted in federal assistance totaling \$1,219,000,000. They have been regarded as emergency legislation and have been amended and extended from time to time. The House, however, has now made both laws permanent insofar as they affect children whose parents both live and work on federal property, and has extended the remainder of the program until June 30, 1961.

The principal amendment adopted involved cities of more than 35,000 population in 1957. Not less than 6 per cent of their pupils must be "federally-connected" to make such cities eligible if they have not previously participated in the program, but cities that have previously established eligibility will not be affected. The previous "3 per cent absorption clause" was eliminated entirely, and most of the other amendments tended to liberalize rather than to restrict the operation of the laws.

The total result was a defeat for the Administration, which proposed only \$20 million for school construction next year. It also recommended gradual elimination over a period of five years of approximately 80 per cent of the federal responsibility under P.L. 815 for maintenance and operation of schools in federally burdened areas.

(Continued on Next Page)

"You'll be glad to know I've found your lost cat."

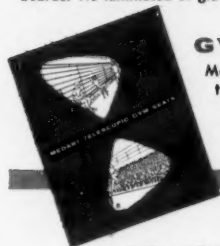


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Either the finest clear fir or Southern pine can be furnished. All wood members of Medart Gym Seats are made from kiln dried one-piece boards. No laminated or glued pieces are used.



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Although matching in appearance the lustrous, satiny surface of finely crafted furniture, the flawless smooth, clear finish on Medart Gym Seats has an all-important extra quality of amazing resistance to wear and abuse. Mechanically applied prime and finish coats of Medart's alkyd melamine varnish—each warm air-dried in special ovens—promises these superior advantages:

- Won't check or chip like hard, brittle coatings
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- Won't discolor or darken—won't get dull and dingy
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Selecting gym seats with a finish that reduces wear and maintenance to a negligible minimum can contribute notable savings year after year. Choose Medart to get the greatest value from every seating dollar.

MEDART

TELESCOPIC GYM SEATS

SPECIFY the best, then INSIST on it!



Most important among the amendments the House voted down was that offered by Rep. James Roosevelt, Calif. This would have made illegal any payments to school districts not conforming to the Supreme Court decisions on desegregation of schools. On a standing vote this amendment, usually identified with Representative Powell, N.Y., was defeated by 132 to 25. It was evidence that the House of Representatives can vote the Powell amendment down when the Southern members favor the legislation offered.

There was a great deal of practical politics in the House vote. Representa-

tive Colmer of Mississippi and Southern members, who for the last two years have deliberately encouraged attachment of the Powell amendment to school construction bills in order to defeat them, led the fight to keep the amendment off the federal assistance laws. Southern congressmen have many school districts with defense installations and military bases qualifying for federal funds.

The Colmer strategy was to keep all Southern members on the floor during the debate in order to defeat the Powell-Roosevelt amendment. Cooperating fully, apparently with an understanding that he would continue to have Colmer's support

to defeat other federal legislation on education, was the most adamant opponent of such legislation, Rep. Ralph W. Gwinn, N.Y. Gwinn made the motion to recommend the legislation, without an instruction to the committee, after the amendment had been defeated. Under the House rules, defeat of this motion prevented a later roll call on the Roosevelt-Powell amendment, making defeat of the amendment final without recording the votes of individual congressmen. If a recorded vote had been permitted, many congressmen who were absent or not voting would have been forced for political reasons to be counted in support of the Roosevelt-Powell amendment.

It has long been clear that the conservative Republican-Southern Democrat bloc in the House agrees that the so-called Powell amendment shall be kept off legislation which is politically necessary to congressmen from the South, in return for the votes of Southern members against federal support of education in general. This is the coalition that has defeated educational legislation in recent years, and which will undoubtedly be operating on whatever additional school bills come to the floor in this session of Congress.

Revival

► Rep. Frank Thompson Jr., N.J., is a zealous supporter of federal assistance for education. He is also a Democrat with both a sense of humor and keen political acumen. Enlisting the aid of Representatives Bailey, Metcalf and Udall on the day we testified on the new Udall bill, Thompson persuaded the Bailey subcommittee to recommend by voice vote his own school construction bill to the full house committee on education and labor. This was partly to embarrass the Republicans, because Representative Thompson's bill was precisely the bill which was supported by the Administration last July but not recommended to Congress this year. It was also partly a real effort to pass a school construction bill.

The voice vote in the subcommittee protected individual Republican members from being recorded against the Eisenhower school construction bill of 1957 and passed it along to the full committee on education and labor. The showdown there may be less anonymous.

This is good political fun, but it may strengthen the Midwest Republican-Southern Democrat coalition against new school legislation, and could even add a few reasonably liberal Republicans to their ranks. Next November, however, the spectacle of Republicans voting against the Eisenhower school construction bill may bring more Northern Democrats to Congress, and this is one of the purposes in the minds of the congressmen who are pressing for a vote on it. #

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A model for every budget.



CARDINAL ALL-FELT ERASER

Cardinal's special soft felt will not scratch or mar. "King-size" model is a full 9 inches long for better erasing efficiency.



ANDREWS WOOD-BACK DUSTLESS ERASER

An excellent eraser with erasing strips glued securely to shaped wood back. Pockets between felts trap and hold dust.



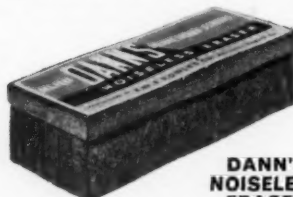
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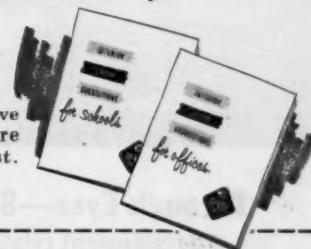


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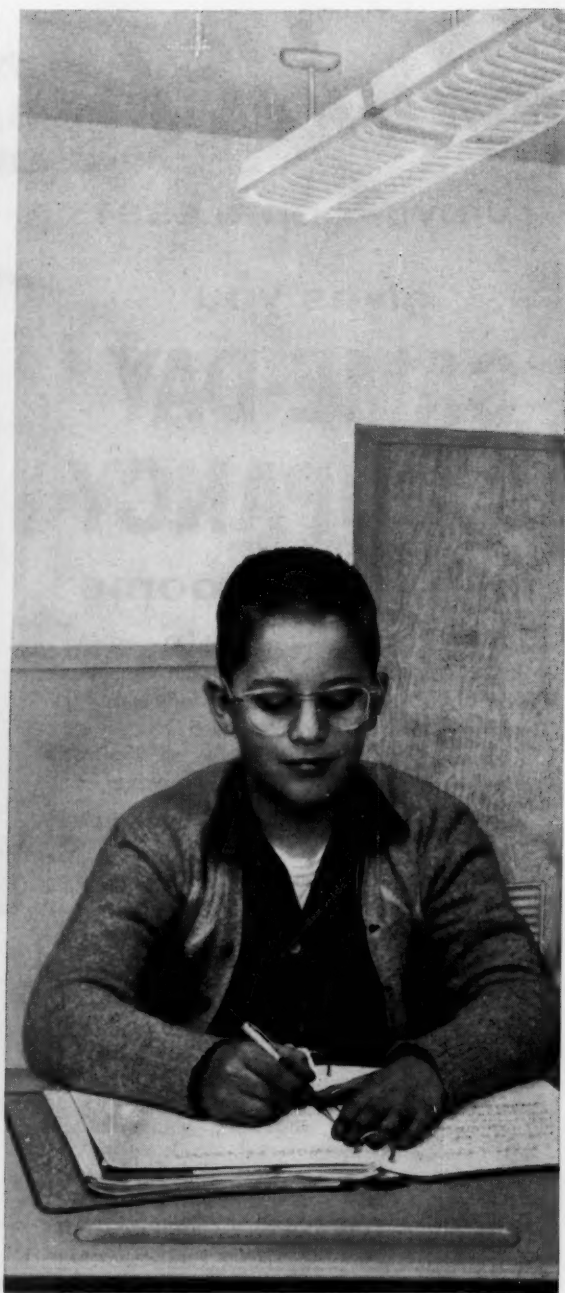
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Through Eyes—80% of All Learning!*—and student progress, aptitudes and development relate directly to the consistency and the comfort of students' seeing environment!

School lighting supposed to be adequate may be so insufficient that students' eyes are strained. Glare may be causing some to become chronic squinters. Or excessive contrasts in brightness may be overworking students' eyes. Such conditions cause headaches—often account for student nervousness, undue fatigue and lack of concentration!

The proper illumination of schoolrooms, however, helps to create a comfortable seeing environment and cheerful atmospheres conducive to good learning!

Higher levels of carefully planned glare-free and uniform brightness aid visual acuity—protect the eyes of those with defective vision—and promote all students' normal growth and development.

*Learning is a complex process. Certainly much more knowledge is gained through the eyes than by all other senses. For example, the figure of 80% has been estimated by the U.S. Dept. of Agriculture. Authorities in the field of optics have estimated this figure at 85%.

Proper Lighting IMPROVES GENERAL LEARNING 10% —READING ABILITY 28%

When two groups of equally intelligent students studied—one group in a poorly lighted classroom—the other, in good lighting—the results were conclusive!

At the end of a year, it was found that the pupils in the better-lighted room were—10% ahead in general learning and 28% ahead in reading ability.

Modern lighting today aids school administrators in additional ways. Some successfully extend their schedule of evening classes. Others develop profitable interest in adult education. Or make certain schoolrooms serve combination purposes.

ILLUMINATION TREND ILLUSTRATED

Advanced school lighting throughout the new high school at Arlington Heights, Illinois, (as shown below), maintains full 70 foot-candles throughout the school! Excellent *quality* of light-

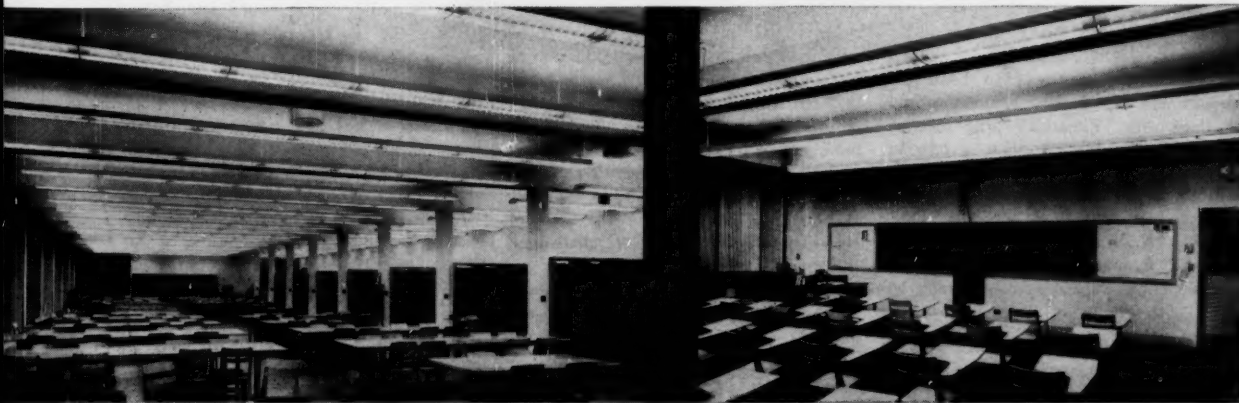
ing is provided, according to room purposes.

This was accomplished—after thorough consideration of all comparable costs and long-range economies—by installing selections of various Westinghouse improved-type LC fluorescent luminaires, having either metal or all-luminous, plastic side-panels. Many schools also obtain "color-washed" lighting in offices, rest rooms and cafeterias, with the new Westinghouse Carousel luminaires.

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Westinghouse makes optically superior luminaires for every type application!—that most efficiently utilize every type of light source! Westinghouse Lighting Engineers, therefore, recommend only the best possible luminaires!—for each specific school-lighting situation!—consistent with the lowest possible practical costs today!

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NEWS IN REVIEW

See Administrators as Scapegoats

CHICAGO.—With the echoes of three regional conventions still ringing in their ears, members of the executive committee of the American Association of School Administrators reconnoitered here April 30 and May 1 before pushing forward on all fronts into the new program year. On the following day, and through May 4, they were joined by state presidents to ponder jointly on the meeting theme: leadership responsibilities of the national and state associations of school administrators, and how the responsibilities can be met.

In addition to routine agenda items, the national officers and directors discussed such subjects as the following: certification of the superintendent, relations with local governmental officials, proposed study of the rôle of federal government in education, higher membership qualifications, school district reorganization, means of improving the working conditions and security of the superintendent, and opportunities for glorifying the superintendency.

(Continued on Page 92)

Flemming Succeeds Folsom As HEW Secretary

WASHINGTON, D.C.—Arthur S. Fleming, 52, Methodist church leader and president of Ohio Wesleyan University at Delaware, Ohio, recently was named by President Eisenhower to head the Department of Health, Education and Welfare. Mr. Fleming will succeed Marion B. Folsom, 64, who is retiring for personal reasons. The cabinet shift will not be made until late in July. Mr. Folsom had served as secretary since Aug. 1, 1955.

Mr. Fleming, who has served in the government in various capacities over 16

(Continued on Page 96)

D.A.V.I. President-Elect Walter Bell, Atlanta, Ga., discusses the convention program with D.A.V.I. President Charles F. Schuller, Michigan State University. Minneapolis was hostess city for the annual educator convention.



Educators Study Improved Audio-Visual Programs at Minneapolis Meeting of A-V Department

MINNEAPOLIS.—Nine hundred audio-visual directors, supervisors and other interested educators convened at Minneapolis, April 21 to 25, to participate in the national meeting of the N.E.A. Department of Audio-Visual Instruction.

The announced theme, "Extending Educational Horizons Through Effective Communication," became the central concern of committee workshops dealing with techniques for the training of teachers, the improvement of classroom instruction, improved standards for the production of audio-visual materials, and audio-visual research seeking more efficient disposition of teacher time in the classroom and the more complete realization of curriculum objectives.

Walter Crewson, associate commissioner of the University of the State of New York, keynote speaker, challenged the group with such questions as:

Are you able to describe a model audio-visual program to teachers and ad-

ministrators? Can you not only describe the facilities, the equipment, and the personnel needed, but, more important, can you recall the research which definitely establishes that such a program will lead to the improvement of educational procedures as well as to the accomplishment of educational goals?

Are you content with being an audio-visual mechanic—one who repairs equipment, trundles equipment down the hallway, or, in general, acts as if he were a handyman about the place rather than one who is what he actually has demonstrated himself to be, the well informed student of the curriculum and its demands, an understanding assistant to the teacher who wishes help in audio-visual means of teaching, and, finally, one who can carry on an evaluation of audio-visual procedures?

Are you able to continually carry on a survey of needed audio-visual materials, (Continued on Page 86)



Forty-seven states and Canada were represented by the 85 who attended the annual conference of presidents of state school administrator associations, sponsored by the A.A.S.A., in Chicago, May 2 to 4.



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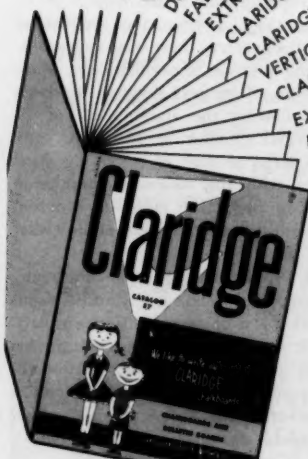
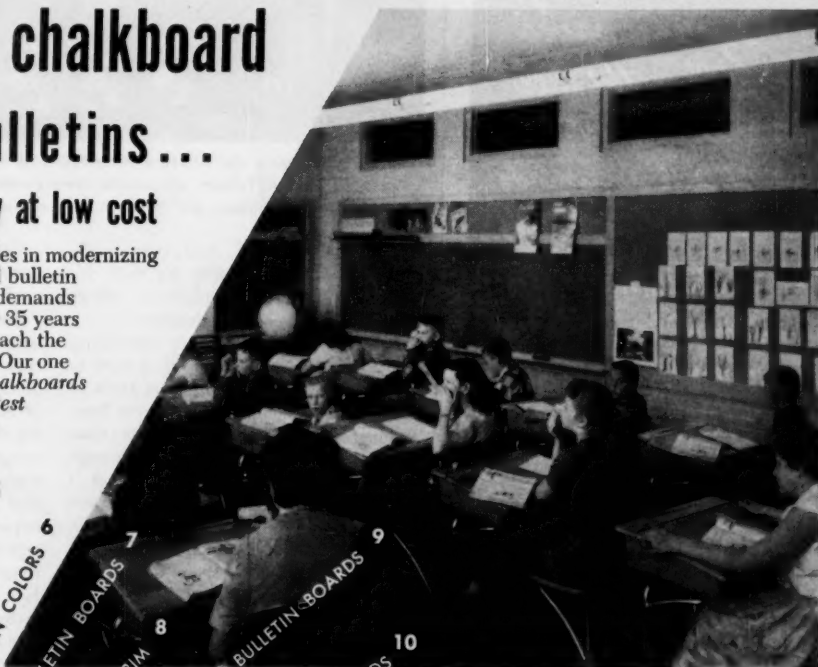
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12 EXTRUDED ALUMINUM DISPLAY and TROPHY CASES

13 EXTRUDED ALUMINUM BULLETIN BOARDS

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Discussing the feltboard presentation of the convention program are Rufus A. Putnam, Minneapolis superintendent; E. Dudley Parsons, program chairman, and Forrest E. Conner, superintendent, St. Paul schools.

equipment and staff, and periodically present a constructive plan for their development to the administrative officer and before the board of education?

Are you conscious of your continuing responsibility to report your good work to the community in terms of what kinds of audio-visual accomplishments have been attained, as children demonstrate their ability to learn more completely through this medium? Do you realize what a powerful instrument of good will and understanding would be an effective film developed in your school, to show tax paying citizens how their dollars are yielding returns?

J. J. McPherson, audio-visual director, Wayne State University, continued the contributions to the theme of the convention at the second general session with these thoughts: "Our audio-visual instructional programs must be kept in tune with our professional understandings of education. Anyone who is to consider himself an effective worker in the audio-visual field might well ask himself these questions: (1) Do you truly understand how learning takes place? (2) Can you offer suggestions about the place of audio-visual learning materials in the instructional process? (3) Are you prepared to assume a place of leadership in educational planning for the improvement of instruction?"



Lee Cochran of the State University of Iowa gives some convention directions to Mr. and Mrs. Lee Campion from St. Louis County.

Exhibitors, representative of every state, presented a comprehensive display of modern teaching tools.

Unique to the convention was an invitational seminar for school superintendents and college presidents. To this group James D. Finn of the University of Southern California said: "We are in the midst of the most rapidly developing communications era that has ever swept across our society. It is so terribly new that many of us are confused by its impact on our way of life. New communication technics have demonstrated their remarkable facility by explaining to the lay public our entry into space, the technics of industrial automation, the war and peacetime uses of atomic energy, the tremendous power of solid fuels, as well as an understanding of nuclear powered submarines capable of sailing completely under the diameter of the polar ice cap. But," Mr. Finn asked his audience, "how successful have we as educators been in utilizing these same powerful technics of communication in accomplishing our ever increasing goals of American education?"

Following Mr. Finn's presentation, the school superintendents and college presidents met for a discussion seminar at which views such as these were expressed:

Earling Johnson, superintendent, Mankato, Minn.: "Our best progress has been made following the appointment of an audio-visual director at Mankato. Any task as large as that of providing good teachers with the means of improving instruction needs the constant attention of a professionally trained audio-visual leader."

C. H. Pygman, elementary school superintendent, Maywood, Ill.: "Audio-visual instruction is a phase of curriculum planning. It is actually a part of the inservice training program that must continually go forward if teachers are to know about the new materials and equipment which are available for daily classroom use."

(Continued on Page 88)

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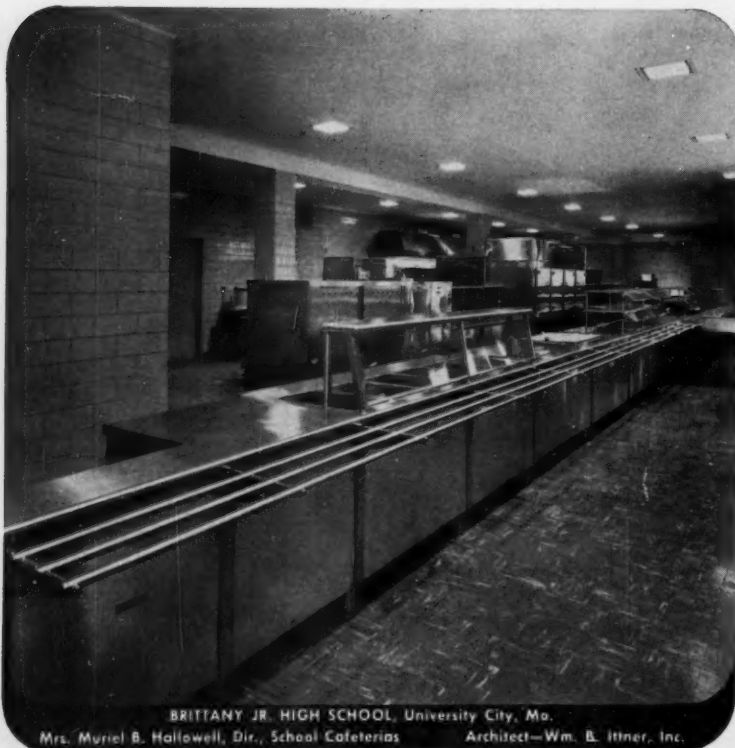
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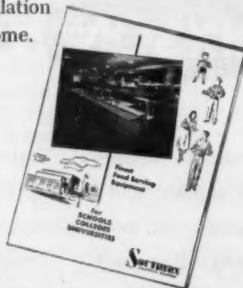


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Stimulated Interest

The annual meeting of the N.E.A. Department of Audio-Visual Instruction recently held in Minneapolis has done much to stimulate a greater interest in this important phase of our school program. The increased use of audio-visual aids during the past decade and the advances now being made to further develop materials and techniques bode well for education. The use of such aids has proved to be an effective way to encompass the vast amount of educational materials and information needed to improve the quality of education in this space age.—RUFUS A. PUTNAM, superintendent, Minneapolis.

Verne C. Fryklund, president, Stout State College, Menomonie, Wis.: "As parents are coming to really understand such modern audio-visual materials as the film, the slide and the bioscope, classrooms are being rapidly conditioned for day-to-day use of audio-visual materials."

Others who spoke for increased A-V emphasis included President C. L. Crawford, Mankato State College; Supt. Walter W. Richardson, North St. Paul, Minn., and Supt. Rufus A. Putnam, Minneapolis.

A proposal for the preparation of and keeping of continuing status and growth statistics in audio-visual education was outlined before the research group by Seerley Reid, chief, visual education service, U. S. Office of Education. Mr. Reid outlined a proposal for gathering and reporting vital statistics concerning the audio-visual field which would include data concerning the growth and development of state departments' audio-visual sections, an annual analysis of the numbers of films and equipment prepared and manufactured through American sources, and bibliographies of professional education textbooks prepared by major publishers.

Other high-point speakers appearing before the convention group included President Horace S. Schwerin, Schwerin Research Corporation, New York; Senator Hubert H. Humphrey; John J. Scanlon, director of research, Fund for the Advancement of Education, Ford Foundation, New York; Charles F. Hoban, director, Human Factors Study Center, University of Pennsylvania.

Chairman of the convention was President Robert de Kieffer, audio-visual director of the University of Colorado. E. Dudley Parsons, audio-visual supervisor of the Minneapolis public schools, was program chairman.—Reported by WALTER A. WITTICH, professor of education, University of Wisconsin.



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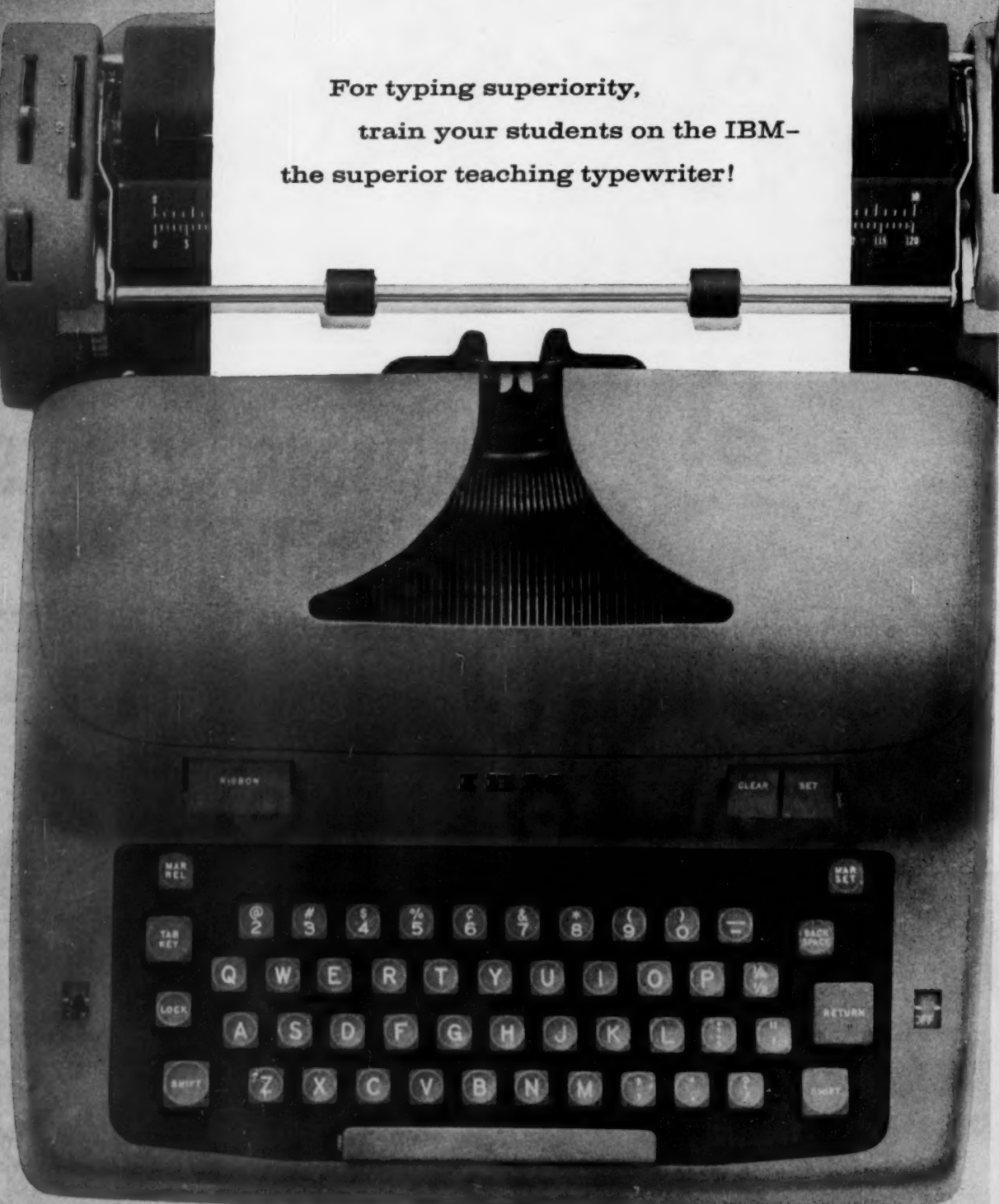


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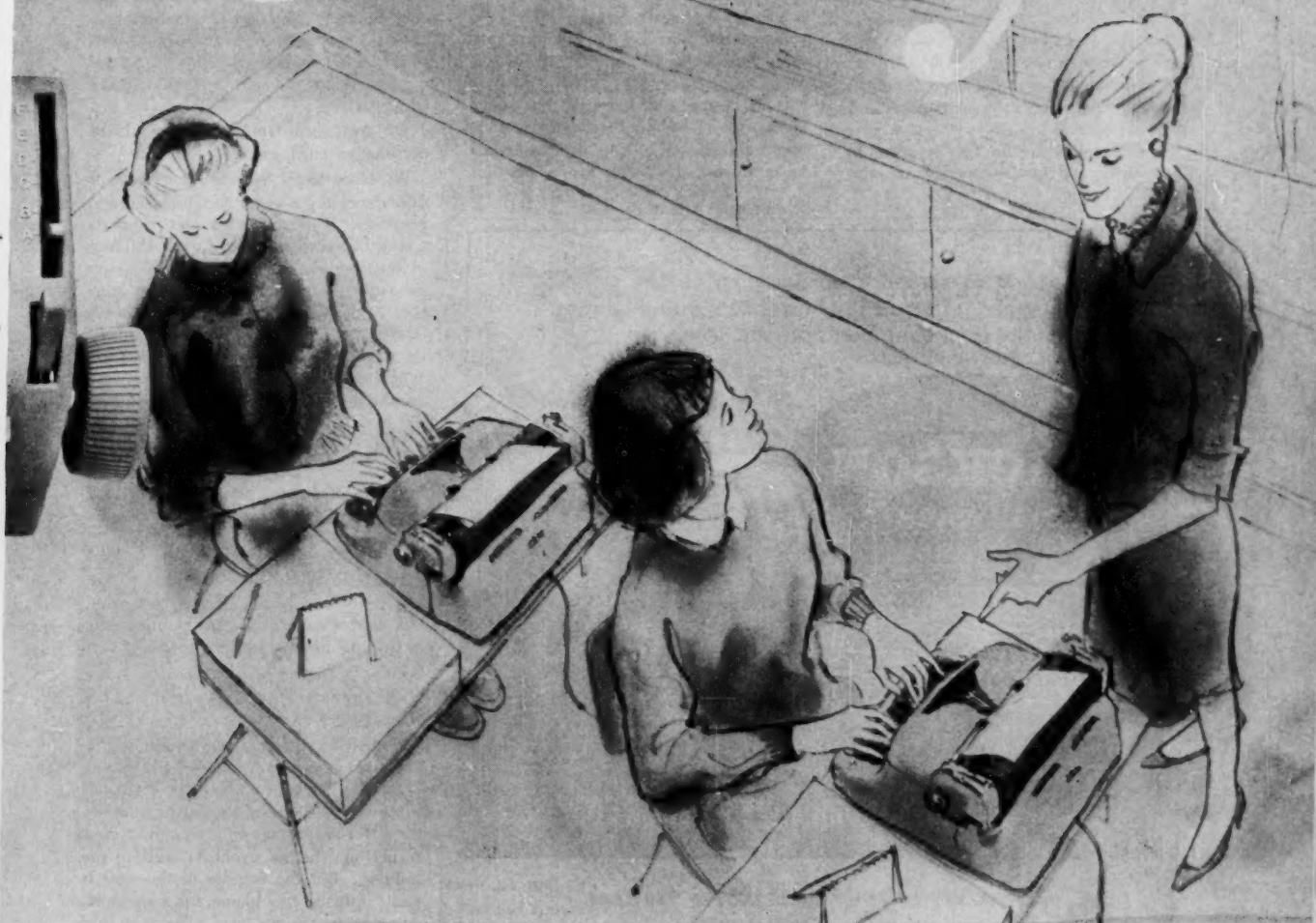
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A.A.S.A.

(Continued From Page 84)

The state presidents, in round tables, reports and talks, searched for specific helps on these problems. During a "powder keg" session the discussions were directed to these mixed metaphors: Must administrators be gun-shy? How many will be crucified this spring?

On the second day, A.A.S.A. officials had an opportunity to engage in some verbal fencing with education editors of Chicago metropolitan newspapers and press services.

Noting references in the program to "insecurity and gun-shyness of superin-

tendents," reporters inquired as to whether superintendents did, indeed, have a feeling of insecurity, and asked for examples of "walking the plank."

Explained A.A.S.A. President C. C. Trillingham, Los Angeles: Superintendents usually have no tenure. Contracts often are for one year at a time, seldom as long as five years. Unexpectedly, the administrator may be notified by board members quietly that his board has lost confidence in him, and that his contract will not be renewed. Knowing that public knowledge of his dismissal will discredit him professionally, the superintendent looks around quietly for a new position,

rather than bringing the situation to the attention of the community.

There is no organization that will assure him justice and fair treatment. Few communities have militant newspapers to take up the cause. So he fades into the night, often without citizens of the district knowing that the action was not voluntary. This sort of situation does lead to some fearfulness, feelings of insecurity, and gun-shyness. But a gun-shy superintendent is not a good school administrator.

Q. Are such troubles the result of personality conflicts?

A. More likely they are the result of differences of goals, motives, philosophies, purposes. The superintendent supports a well balanced program for all children of the community. Under special group pressures, certain board members may believe that a crash program is indicated, or that a special group or groups should be served. A new program may suggest a new administrator. Also, there always are those interested first of all in cutting the budget and keeping taxes low.

Finis E. Engleman, executive secretary, Washington, D.C.: Both school board members and superintendents are being "kicked around" more than ever before. Because almost constant carping and caviling can be expected, many a first-rate citizen cannot be persuaded to become a school board member, although this is the most important public office in the community, moneywise and otherwise.

Q. How do the educators explain the current wave of criticism of the schools?

Forrest E. Conner, vice president, St. Paul: Someone had to take the blame for the wounding of our national pride by the sputniks. Ordinarily, in looking for a scapegoat, citizens would have turned first to the scientists, next to the military. But the wonder of the ages is that, instead, the blame for our shortcomings in science was placed on our seventh graders, the schools, and the superintendents. Compare this with the fact that the scientific victory of the Salk vaccine never was credited to the schools.

Q. Actually, is not the awakened public interest a boon, rather than a threat, to the public school system?

Wendell Goodwin, director, Topeka, Kan.: Administrators are devoting their lives to better administration and better schools. Suddenly the entire nation wants better schools. Superintendents are glad. Since both they and the public want the same thing, let's work together. But first of all we must agree as to what our basic goals of education should be.

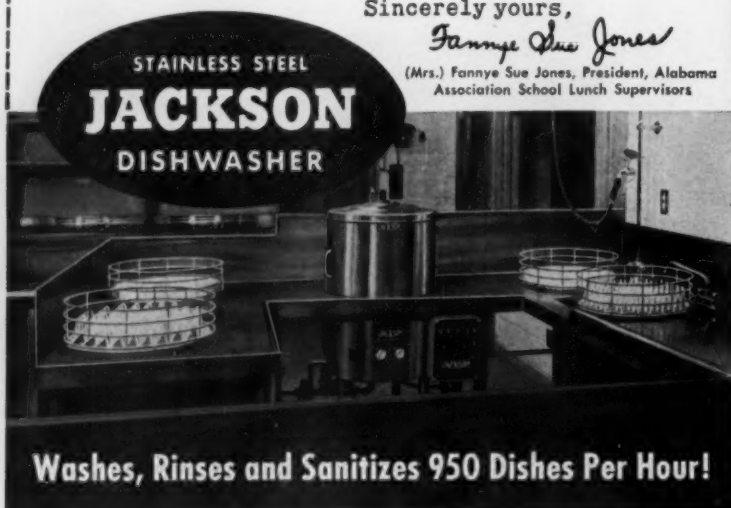
It is unfortunate that at the very time when the public is aroused we should find ourselves at the edge of a depression. For it is insufficient money that is keeping us from doing the things we all agree we want to do for our children. We

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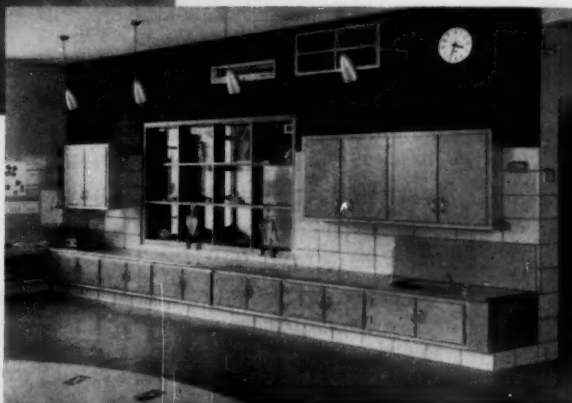
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Clothing laboratory which was first used this year in new high school. Student accomplishment has risen to record height, and school board is delighted. So are parents and teacher.

Kindergarten storage and work area, including tot-height sink. This installation has been in use for more than three years... is still like new. Teacher has nothing but highest praise.



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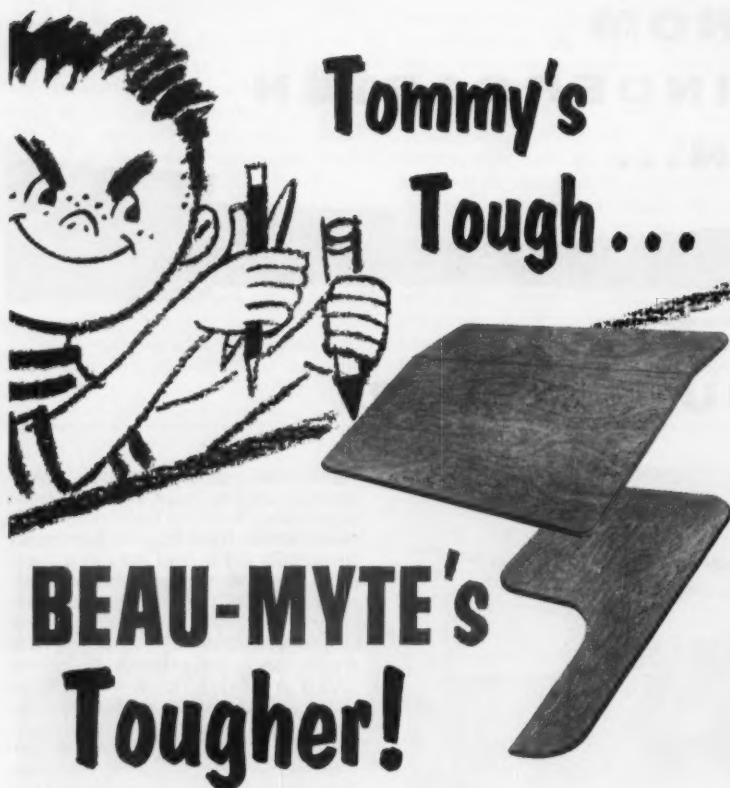
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need more inspirational teachers and more facilities, and getting a larger supply of both involves a larger supply of money.

Q. It is said that twice as much financial support will be needed to keep schools at least as good as they are today. How can the money be raised?

Martin Essex, president-elect, Akron, Ohio: Our tendency to cling to property tax as the main source of school revenue may yet prove the Achilles' heel of public education in this country. Our mechanism for raising school funds is archaic. Federal assistance without federal control is an answer. Another one of the many facets of the tremendously complex problems of school administration is school district reorganization. Fewer districts in some areas will make available funds go farther.

Q. What really is the goal of democratic education?

John S. Cartright, director, Allentown, Pa.: There has been some change in the concepts of educators as to what constitutes democratic education. Today we agree that democratic education does not mean the same program for all students, regardless of their abilities and interests. Rather, it means preparing all children for good citizenship by helping them to make the most of the abilities they do have and challenging them to live up to their potentials.

Many more counselors than we now have are needed to help direct the energies and capacities of pupils into the right channels. Assisting the academically able to move along faster is not undemocratic, even though many thought so when first steps in that direction were first taken by the schools.

Advance Plans for Rome Meeting of W.C.O.T.P. July 28-August 7

OTTAWA, ONT.—The World Confederation of Organizations of the Teaching Profession held committee sessions here recently, advancing plans for its convention in Rome July 28 to August 7.

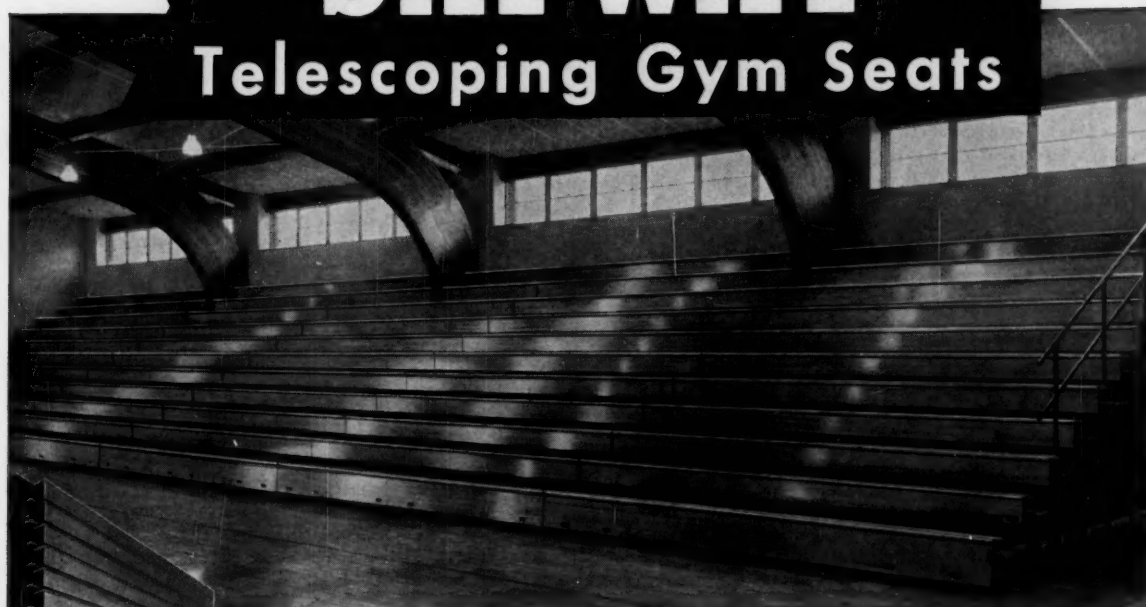
These sessions brought to the scene Sarah Caldwell of Akron, Ohio, and Paul Welty of the W.C.O.T.P. staff, Washington, D.C. Others noted from the United States were the first vice president of the National Congress of Parents and Teachers, Mrs. James C. Parker, Grand Rapids, Mich., R. L. Hunt of the National Council of Churches' department of religion and public education, and A. J. Stoddard of the Ford Foundation, New York.

Cleveland Teachers to Get \$250 Annual Pay Increase

CLEVELAND.—Starting in September, the city's 4000 public school teachers will get a \$250 a year pay raise. New salary schedules call for a starting pay of \$4250 and a top salary of \$7250.

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Safway gym seats harmonize with the finest surroundings.

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Seat, foot and riser boards are laminated Douglas Fir, selected to virtually eliminate cracking or splintering. Boards are carefully sanded and eased on all sides, with corners rounded. There are no sharp projections. Hand holds in the front riser board are smoothly rounded.

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COMPLETE SPECTATOR COMFORT—Excellent sight lines from every seat. Extra-wide seat and foot boards; ample foot and leg room.

SMOOTH, EASY OPERATION—Safway telescoping principle eliminates binding, minimizes friction. No costly power equipment needed.

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Flemming Named

(Continued From Page 84)
years, is described as a man "who doesn't drink, smoke or play cards." He started government work in 1941 with the labor division of the Office of Production Management. He was a member of the Civil Service Commission and head of the Office of Defense Mobilization.

In accepting Secretary Folsom's resignation, President Eisenhower praised his "devoted leadership" which made "most difficult this letter of acceptance of your resignation."

Mr. Folsom timed his departure near the close of the session of Congress so

that "the new secretary can participate in planning the budget and legislative program for next year."

Oswego Mayor-Teacher Scores Two Victories

OSWEGO, N.Y.—Mayor Vincent A. Corsall recently scored two victories. First, he was reinstated to his former teaching position after having been dismissed by the school board, and, second, a city referendum has approved his proposal that the school board be elected, rather than appointed, by the mayor.

It all happened when Mr. Corsall, a 38 year old high school science teacher,

was elected mayor last November. Shortly after he assumed office on January 1, the Oswego Board of Education dismissed him from his school assignment because of possible "conflict of interests."

Mayor Corsall, however, refused to take a leave of absence, insisting that he would teach even without salary. When the school board refused to listen, Mr. Corsall brought the case to the state supreme court and won. He was reinstated. One of his first acts after reinstatement was to announce that he would turn over his \$5050 annual salary as mayor to a youth center.

His second victory came on April 1 when a city referendum approved, 3770 to 1028, a proposal to replace the appointive system for the school board with an elective system.

Time Is Now for Fiscal Overhaul of Our Schools

NEW YORK.—Educators should move now to establish sound methods of school finance while the country is in ferment over the training of youth, Buell G. Gallagher, president of City College, told the American Society for Public Administration at its recent conference here.

The four-day meeting was attended by some 900 government officials, administrators and educators from the United States and 24 other countries.

Dr. Gallagher charged that "we must strike this year when the iron is hot, if there is any possibility of getting fiscal responsibility." He said he was "bothered by the extent to which educational policy is determined not by the public but by a few legislators who control the purse strings."

New York City Announces \$5000 Raise for Superintendent

NEW YORK.—The New York City Board of Education, at a public hearing on May 1, voted a \$5000 increase in the annual salary of the superintendent of schools. The increase is effective immediately. The move raises the superintendent's salary to \$37,500. The only city post that pays more is that of the mayor, which is \$40,000.

The beneficiary will be William Jansen who will receive \$1666 more for his four remaining months of service. Dr. Jansen is retiring on August 31. Succeeding him will be John J. Theobald, now deputy mayor. The New York Board of Education April 10 postponed the effective date of Dr. Theobald's appointment as assistant superintendent of schools until he resigns as deputy mayor of New York City.

Harold F. Hay, board secretary, cited the "complexities and responsibilities" of a superintendent's office as reason for a salary increase. He mentioned that since 1939 only one salary increase was enjoyed by the superintendent. This was in 1950.



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COMING EVENTS

JUNE

25, 26. National Science Teachers Association, N.E.A., annual summer meeting, Columbus, Ohio.

30-July 4. National Education Association, annual convention, Cleveland.

30. United Business Education Association, N.E.A., annual meeting, in conjunction with N.E.A. annual convention, Cleveland.

30. Department of Rural Education, N.E.A., summer meeting, Cleveland.

JULY

6-10. National School Public Relations Association, N.E.A., 5th annual public relations seminar, Detroit.

6-18. Department of Classroom Teachers, N.E.A., 15th annual conference, Bowling Green, Ohio.

7. National School Public Relations Association, N.E.A., annual meeting, Detroit.

7-18. Department of Elementary School Principals, co-sponsored by University of Denver, Denver.

26-29. National Audio-Visual Convention, Chicago.

28-Aug. 7. World Confederations of Organizations of the Teaching Profession, Rome, Italy.

AUGUST

11-15. American Vocational Association, 52d annual meeting, Buffalo, N.Y.

18-20. National Council of Mathematics Teachers, N.E.A., 18th annual summer meeting, Greeley, Colo.

24-30. National Conference of Professors of Educational Administration, 12th annual conference, Kent, Ohio.

SEPTEMBER

22-27. National Council for Schoolhouse Construction, annual meeting, Seattle.

OCTOBER

5-9. Association of School Business Officials of the United States and Canada, 44th annual convention, New York.

10, 11. Department of Rural Education, N.E.A., Minneapolis.

12-13. County Superintendents, Department of Rural Education, N.E.A., Minneapolis.

20-24. 46th National Safety Congress and Exposition, Chicago.

NOVEMBER

9-15. American Education Week. Theme—"Report Card U.S.A."

16-20. National Society for Crippled Children and Adults, Dallas, Tex.

JANUARY

26-28. National School Boards Association, annual meeting, San Francisco.

FEBRUARY

6-11. National Association of Secondary School Principals, N.E.A. 43d annual convention, Philadelphia.

MARCH

1-4. National Conference on Higher Education, 14th annual meeting, Chicago.

1-6. Association for Supervision and Curriculum Development, N.E.A., 14th annual convention, Cincinnati.



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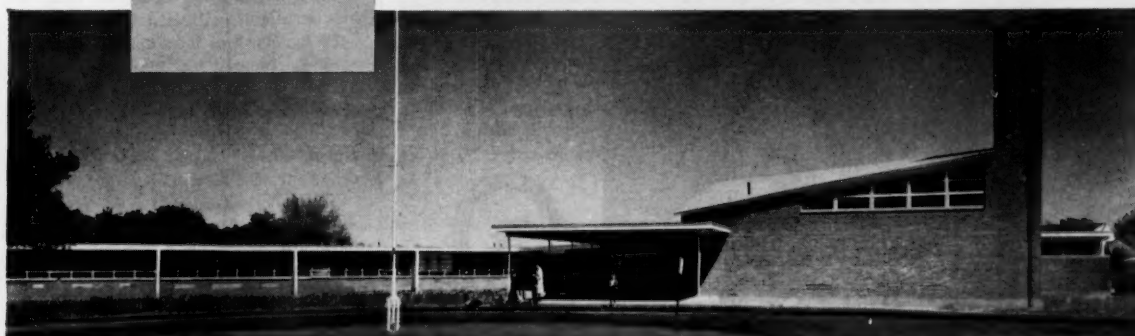
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Typical old-time classroom showing the "heating system" — a coal-fired stove in the center of the room.



New Marston elementary school, Hampton, New Hampshire, equipped with modern unit ventilators, Electronically controlled. Architects: Tracy and Hildreth Associates, Nashua, New Hampshire. Consulting Engineers: Hayden, Harding & Buchanan, Inc., Boston, Massachusetts. Mechanical Contractors: W. J. Parenteau, Manchester, New Hampshire.

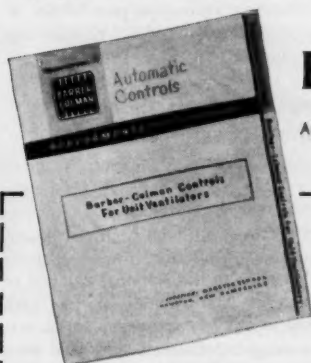
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Treat Bright Students as Top Ball Players

KANSAS CITY, Mo.—If the schools gave to their brightest students the same loving attention they give to their top athletes, this country would be in much better shape, an educator told the International Council for Exceptional Children at its 36th annual convention here April 8 to 12.

Nicholas Hobbs of George Peabody College for Teachers, Nashville, Tenn., and chairman, division of human development, commented on what we do for a good football player—"early identification, special tutoring in small classes,

highly paid professors of Saturday afternoon classics, acceleration, segregation, special scholarships, even special diets."

"In a public recognition poll," Dr. Hobbs asked, "who would come out ahead: managers of the Dodgers, Yankees or Giants, or the presidents of Harvard, Minnesota and California Tech? We will become a learning nation when we become a nation that honors learners.

"In criticizing our schools we should at least ask ourselves what we wanted of them before we got scared," Dr. Hobbs advocated.

The council's president for 1958-59 is Lloyd M. Dunn, George Peabody College

for Teachers, Nashville, Tenn. President-elect is Ivan Garrison, director of special education, Jacksonville, Ill. Maurice H. Fouracre, Teachers College, Columbia University, New York, is past president.

Synagogue, Negro School of Integration Dynamited

JACKSONVILLE, FLA.—A group identifying itself as "the Confederate Underground" set off blasts that rocked a Jewish center of integration and a Negro school 4 miles away within three to four minutes on April 28.

No one was injured and no fires resulted in either blast. Police said there was evidence of a connection between the two explosions.

It was the third time this year that Jewish installations in the South have been dynamited. As in earlier dynamitings at Miami and Nashville, Tenn., the latest incident was accompanied by anonymous telephoned threats of further violence against Jews and integrationists.

A former newsman living in Jacksonville, who preferred to remain anonymous, said he received a call from a man who called himself "Gen. Ponce de Leon."

The caller was quoted as saying: "This is the Confederate Underground. We have just blown up a Jewish center of integration. Every segregationist in the South must go free. All integration must stop. Jews will not be allowed in Florida, except Miami Beach. Jews outside of Miami Beach will die."

School Planners' Council to Meet in Northwest This Fall

SEATTLE.—"Coordinating City and Long-Range School Planning" is the tentative theme of the annual meeting of National Council for Schoolhouse Construction to be held here during the week of September 22.

Harold Silverthorn, president, who made the announcement, said that convention headquarters will be at the new Hotel Benjamin Franklin, on the north side of Seattle's downtown area. The local chairman, Arnold C. Tjomsland, consultant in community planning, state department of public instruction, Olympia, is investigating recreation possibilities of the area and a possible preconvention sightseeing tour.

Change Emphasis in Math Teaching, Conference Told

CLEVELAND. — "Mathematics is more than a tool; it is a way of thinking"; therefore, the biggest change in mathematics teaching must be from rote learning to concept building, Howard F. Fehr told delegates to the National Council of Teachers of Mathematics at the 36th national meeting here April 9 to 12.

The outgoing Council president from Teachers College, Columbia University,

Locker Lock Problems?



Lockers protected with Dudley Combination Master-keyed Locks are really safe.



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Solid stainless steel case, revolving dial with 64,000 possible 3-number combinations. Self-locking when shackle is pushed home.



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Master-Keyed Combination Padlock

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Can't be duplicated on ordinary key making machines.



On the Track . . .

every pupil has complete freedom to put his very best into competition. At least he has no concern about his personal belongings stored safely in a locker equipped with Dudley protection.

Only an authorized person can open a Dudley equipped locker, and then the unique Dudley Master Key or Dudley Master Chart makes it quick and easy. Thus pupil's property is always safe, yet authorities have complete control with practically no lost time, and never a lock cut-off.

Ask your Dudley representative. He's there to help you—without obligation, of course.

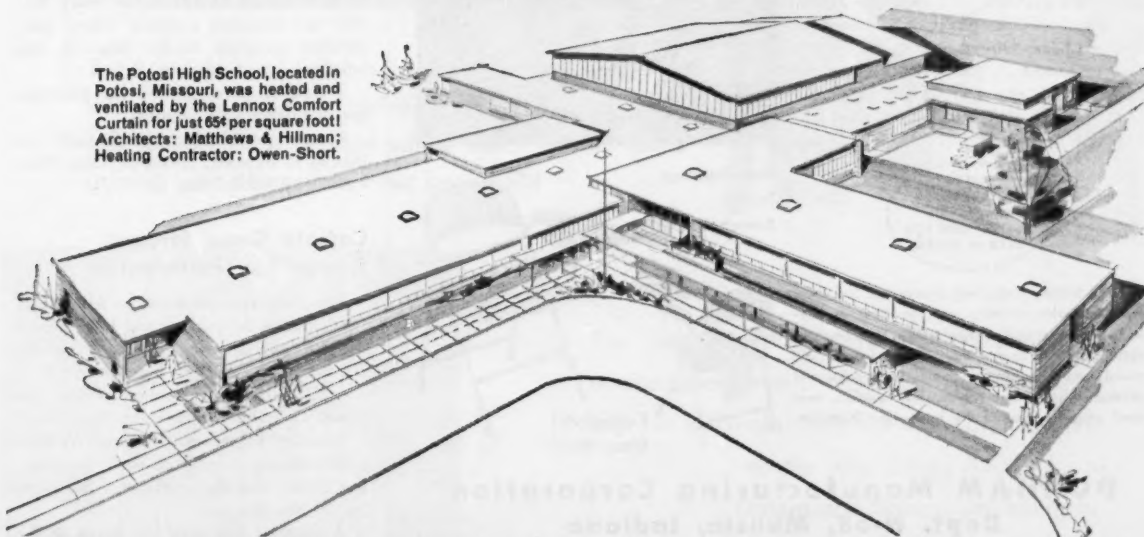
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Potosi school gets the finest in fresh air heating and ventilating—installed complete with automatic controls—for just 65¢ per square foot!

The Potosi High School, located in Potosi, Missouri, was heated and ventilated by the Lennox Comfort Curtain for just 65¢ per square foot! Architects: Matthews & Hillman; Heating Contractor: Owen-Short.



New Lennox Comfort Curtain System automatically draws in fresh air from outside . . . warms, cleans and circulates air quietly and evenly throughout the classroom!

Hard to believe, isn't it?—that after all these years a new and better fresh air heating and ventilating system can be installed for a fraction of the cost of systems used previously. Yet it's true! 65¢ per square foot was the complete cost of the Lennox Comfort Curtain System in the Potosi, Missouri High School. Including fully automatic controls, ductwork, labor—everything!

Of course, 65¢ per square foot is unusually low, even for the Comfort Curtain. But costs of \$1.03 in Indiana, \$1.15 in Montana, and \$1.12 in South Dakota are usual and typical of the amazing savings offered by the Lennox Comfort Curtain.

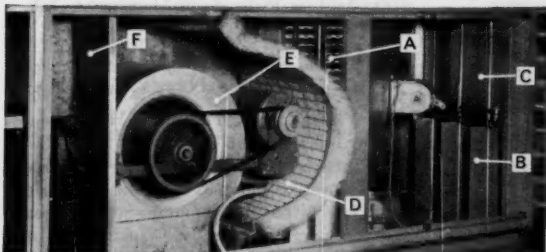
How is this possible? The Lennox Comfort Curtain System applies to schools the sound, tested principles of warm air heating. It eliminates expensive pipes, boilers

and chimneys. Moreover, it saves hundreds of dollars per classroom per year *every* year it is in use. Fuel is consumed only when heat is required, maintenance is amazingly simple and low-cost. Yet—and this is important—the Lennox Comfort Curtain System does a far better job than costlier systems used previously.

It provides a full, even flow of air throughout the entire length of the exposed classroom wall. It is amazingly quiet. And it holds room temperatures to a variance of six-tenths of one degree, circulates air continuously for perfect distribution, introduces a continuous supply of fresh air into the daytime heating cycle, and provides tons of needed fresh air cooling without the cost of refrigeration!

Get full information on this new low-cost system of classroom heating and ventilating. Send coupon below for free booklet, today!

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Lennox Air Processing Unit introduces fresh air in adjustable volumes (A); transmits warm air (B) from adjacent or remote heating unit; continuously recirculates indoor air (C); filters air clean (D). Lennox' exclusive floating blower (E) and acoustical lining (F) assure a degree of quietness never before achieved.

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Giving complete satisfaction, Durham chairs do double duty in this "Cafetorium." From Madeira Beach Elementary School, St. Petersburg, Principal Robert L. Moore writes: "We like DURHAM folding chairs . . . they are easily, quickly placed in position or stored in limited space. Our custodian finds them easy to handle . . . they do not mar the floor tile in any way. They get more than average use. But, today, they still look like new . . . very comfortable, too."



Durham folding chairs will please you too, from the standpoints of initial cost, handling, maintenance and service. Write today for complete catalog of tubular and channel steel frames, all-metal and upholstered styles, for adults and children. Also folding tables, chair-ladders, steel shelf units. Be sure of the best—buy DURHAM.

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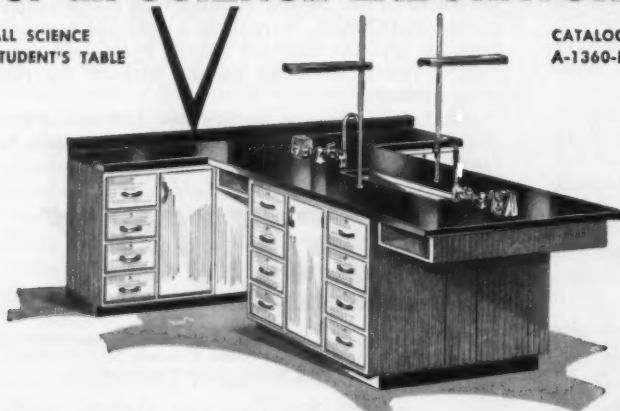
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charged mathematicians, mathematics educators, and secondary school teachers with "definite responsibility in making mathematics a more meaningful subject."

Change of emphasis from mere teacher training to genuine teacher education was advocated by Stewart S. Cairns of the University of Illinois. Mr. Cairns added that states should pass laws fixing minimum curricular standards, so every student can complete a strong college preparatory program in the sciences and other academic subjects.

Several speakers praised the judicious use of mathematics contests.

Elected president of the Council was Harold P. Fawcett, president, Ohio State University, Columbus.

Catholic Group Stresses Greater Lay Participation

PHILADELPHIA.—Resolutions for greater participation by parents and lay teachers in the operation of Roman Catholic schools were adopted here in April at the 55th annual convention of the National Catholic Educational Association.

Some of the resolutions resulted from criticisms and suggestions made by speakers at the four-day conference attended by 10,000 delegates.

A program "to meet the needs of the gifted and to educate toward sound Catholic lay leadership" was one of the resolutions, declaring that proper provision for the gifted is as much a responsibility of Catholic education as provision for the average pupil and the handicapped.

Another resolution recommended legislation to make any scholarships granted by governmental agencies, either federal or state, available to students of all schools since such scholarships should be directed "toward the national welfare, which is concerned with all students, rather than toward the benefit" of schools.

Increased emphasis not only to mathematics and science but to the humanities and closer integration and better use of volunteer services of the lay group were also adopted.

At the final session, the association elected the Most Rev. Lawrence J. Shehan, Bishop of Bridgeport, Conn., as president. Bishop Shehan succeeds Bishop Matthew F. Brady of Manchester, N.Y.

Study Groups Focus on Children's Needs

ATLANTIC CITY, N.J.—Study groups participating at the annual Study Conference of the Association for Childhood Education International focused their attention on understanding of children's development, creative experiences, and attainment of proficiency in skills.

More than 1300 people attended the conference in Atlantic City, N.J., from April 6 to 11. Preliminary work was done on the plan of action for 1959-61 to

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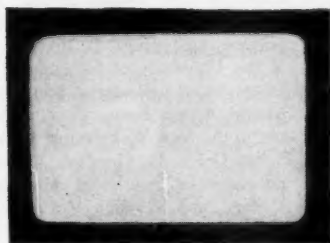


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determine the most urgent needs facing children.

Materials and books for children were exhibited in the functional display. Session speakers included: Bernice Milburn Moore, Hogg Foundation for Mental Health, University of Texas, Austin; John Fisher, Baltimore; Frances Reintjes, Massachusetts Institute of Technology, Cambridge, and Bernard Locker, Washington, D.C.

Health Group Endorses Long-Range Federal Support

KANSAS CITY, Mo.—Federal support for education was strongly endorsed by the

American Association for Health, Physical Education and Recreation at its 60th national convention here.

The representative assembly, governing body for the 26,000 member organization, passed a resolution favoring the N.E.A.'s legislative program which seeks substantial long-range federal support.

Ray O. Duncan, president, reported to delegates that the association's board of directors has reaffirmed its support of the School Health, Safety, and Physical Education Instruction Act of 1958. The proposed bill would authorize the appropriation of federal funds to assist the state and territories in extending and improv-

ing their programs of health, safety and physical education instruction for all school children in the public elementary and secondary schools.

Pattie Ruth O'Keefe of the Kansas City public schools assumed A.A.H.P.E.R. presidency. The assembly chose Arthur Esslinger, dean of the University of Oregon's school health and physical education, as president-elect.

Summer Program to Help Rural Secondary Schools

WASHINGTON, D.C.—A hundred bright seniors from New Hampshire's public and parochial high schools, many of them sons of mill workers, lumberjacks, cannery workers, and short order cooks, will enroll this summer at the widely known private boarding school of St. Paul's in Concord. This was revealed recently in a news report of *Education U.S.A.*, an N.E.A. department's weekly report.

The six-week summer program, financed by the Fund for the Advancement of Education in cooperation with the New Hampshire Department of Education, is an effort to surmount shortcomings of many small rural secondary schools in the state.

Students will study Greek, Latin, calculus, advanced mathematics, chemistry, physics, French and history. Students who can afford to pay their own way will also be admitted to the special session, the report says.

Four Appointed to UNESCO Body

WASHINGTON, D.C.—The Department of State recently appointed four Americans to the United States National Commission for UNESCO. The new appointees are: Knute O. Broady, director of the University of Nebraska Extension Division and professor of school administration; Arthur Bevins Foye, senior partner in the New York firm of Haskins and Sells; Grace E. Gardner, instructor in education at Southwest Missouri State College, and Shannon McCune, University of Massachusetts provost.

Educational TV Attracts 30 per Cent of Total Viewers

ANN ARBOR, MICH.—National educational television has an audience of some 12 million viewers, or about 30 per cent of the audience of 40 million within range of its stations, according to Ryland W. Cray, director of education for the Educational TV and Radio Center here. This estimate includes only audiences of the 26 member network of noncommercial stations.

The pattern of viewing indicated that audiences watch educational programs from one to 10 hours a week.



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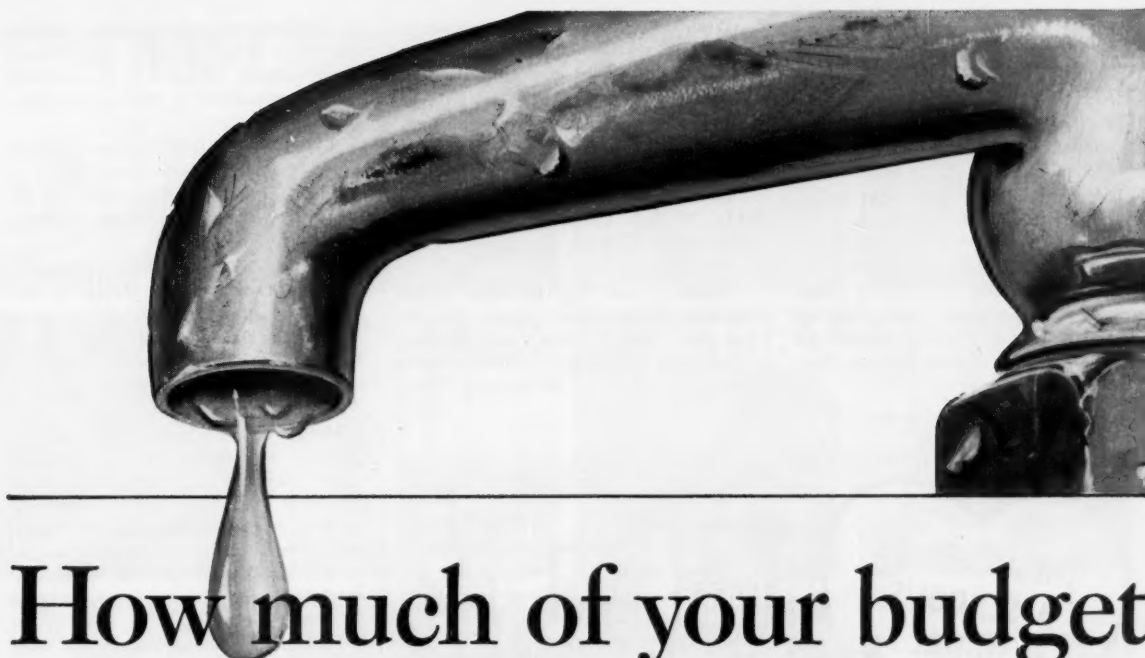


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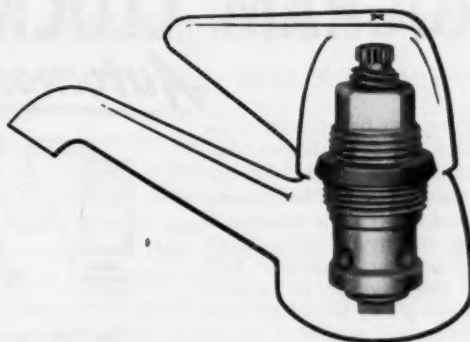
A drop of water a second, hour after hour, adds up to 2,300 gallons a year.

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ABOUT PEOPLE

CHANGES IN SUPERINTENDENCIES

Ben Stephens from Gillett, Ark., to Dumas, Ark., succeeding J. K. Williams, who is retiring, effective June 30.

Harold G. Hammarsten from Bishop Union Elementary District, Bishop, Calif., to superintendent, Porterville School District, Porterville, Calif., effective July 1.

Kermit M. Stover, supervising principal, Central Dauphin County schools, Harrisburg, Pa., to associate superintendent for Marple-Newtown Schools, Newtown, Pa.

Wesley G. Miller, assistant superintendent of schools, Jamestown, N.Y., to superintendent there, succeeding Carlyle C. Ring.

J. Ray French, high school principal, Fort Collins, Colo., to assistant superintendent there.

Robert Den Hartog, high school principal, Winfield Community School District, Winfield, Iowa, to superintendent there.

Elmer C. Gast, superintendent of the Keystone Consolidated School District, Keystone, Iowa, to North Fayette County Community School District, West Union, Iowa, effective July 1. He succeeds Eldon

D. Archambault, who becomes superintendent at LeMars, Iowa, when Harvey N. Kluckhohn resigns July 1 to accept a teaching position at Westmar College, LeMars.

Robert Wagner from Hanlontown Consolidated School, Hanlontown, Iowa, to LeClaire, Iowa, effective June 1. He succeeds the late A. J. Jones, superintendent for 14 years.

C. W. Porter from Rake Community School, Rake, Iowa, to Alden, Minn., effective July 1.

Elgin A. Denio from Haviland, Kan., to Spearville, Kan., effective August 1.

Glenn Allison from Kendall, Kan., to Alba, Mo.

Martin Essex, president-elect of the A.A.S.A., has signed a five-year renewal of his contract as superintendent of schools at Akron, Ohio. He is completing his third year as superintendent at Akron. The renewed contract takes effect August 1, at a salary of \$23,000, increasing by \$1000 each year to a maximum of \$25,000.

Malcolm H. Reed, immediate past president, New York State Association of School Business Officials, to superintendent, Auburn City School District, Auburn, N.Y.

Thomas Joseph Norris, superintendent of Harrodsburg High School, Harrodsburg, Ky., to superintendent of schools, Sedalia, Mo.

Neil V. Sullivan from Sanford, Maine, to East Williston, Long Island, N.Y.

Jack E. Meeder from Carsonville, Mich., to Summerfield Schools, Petersburg, Mich., succeeding Rex Myas, who has resigned.

R. L. Zeigler from Nashville, Kan., to Preston, Kan., succeeding Freeman Hufine, who has resigned to take a teaching post in Oklahoma.

J. M. Applegate, high school principal, Simpson, Kan., to superintendent, Marquette, Kan.

John E. Kitowski, principal, Maroa High School, Maroa, Ill., to superintendent of the community unit school district there, succeeding W. D. Keyes Jr.

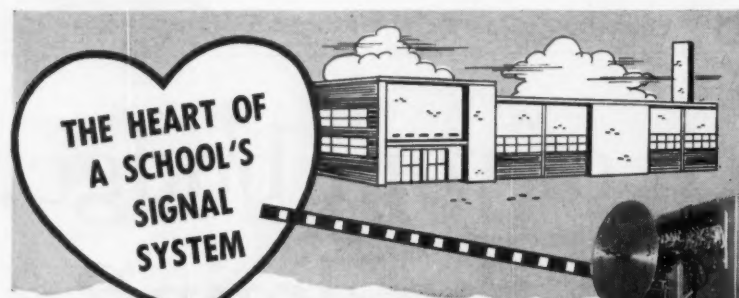
Elbert L. Patton from Binger, Okla., to Springer, Okla., succeeding J. D. Austin, who is resigning, effective July 1.

Leslie O. Woodburn, principal of Loudonville High School, Loudonville, Ohio, to superintendent there, succeeding R. F. McMullen, effective July 31.

Woodrow B. Sugg, former principal and supervisor, Gastonia, N.C., to superintendent there, succeeding Fred Waters, who retires June 30.

Jefferson F. Haney, assistant superintendent of the Southern Ocean County Regional High School, Ship Bottom, N.J., to superintendent there.

Reeder F. Eshleman, assistant county superintendent for 20 years, Lancaster County schools, Lancaster, Pa., to county



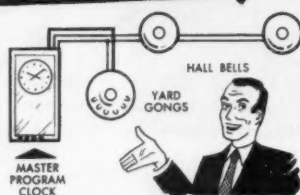
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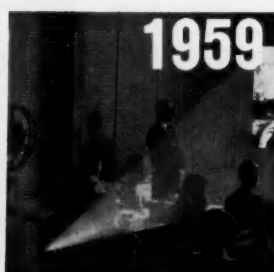
No. 804 Monitor Bell

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1958



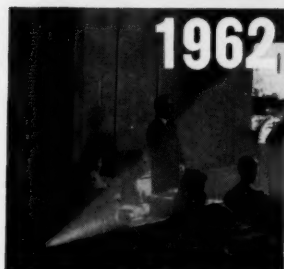
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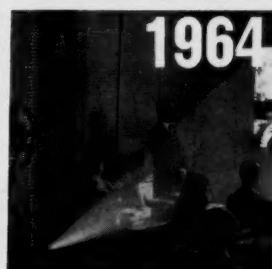
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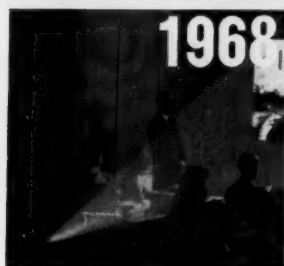
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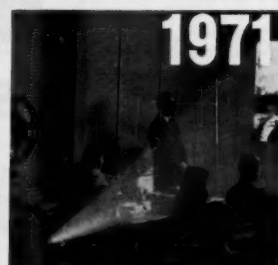
1968



1969



1970



1971



1972

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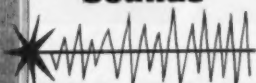
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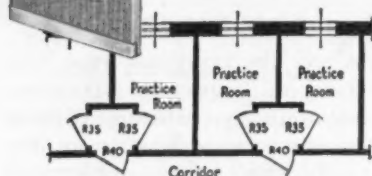
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superintendent there, succeeding Arthur P. Mylin, county superintendent for 36 years, who is retiring.

Burl Thompson, coach and principal at Waurika, Okla., to superintendent there, succeeding E. O. Anderson, who has resigned.

H. Frank Hare, retired superintendent, to acting superintendent for Collingdale, Pa.

John W. Ebling to Hamburg Borough schools, Hamburg, Pa., effective in June. He succeeds Charles E. Price, who died last summer. Earl Wagner has been acting supervising principal.

Dale A. Hughey from Boise City, Okla., to Woodward, Okla., effective July 1.

Roy Tomlinson from Millersview, Tex., to Paint Rock, Tex., succeeding Joseph A. King, who has resigned.

Edward F. Kainer, high school principal, Moulton, Tex., to superintendent there, succeeding J. W. Pyland, who died February 13.

Dennis James Friesen from Kenesaw, Neb., to Harvard, Neb., succeeding Arnold Edminston.

James Harris, principal, Central Elementary School, Baxter Springs, Kan., to superintendent, Edna, Kan., succeeding Verl Shufelt, who becomes superintendent at Thayer, Kan.

Harry A. Koss from Oberlin, Ohio, to Naperville, Ill., effective July 31.

Ronald R. Eastman from Galesville, Wis., to Marshfield, Wis., succeeding Glenn D. Tinkham, effective July 1.

George B. McClellan from Ridgefield, N.J., to Mahwah, N.J., succeeding Roy Austin, who has resigned.

K. Wayne Yable, assistant superintendent at Plainwell, Mich., to superintendent there, succeeding Clarence W. Lubbers, who died recently.

W. L. Dundas from Arnold, Kan., to Beeler, Kan., succeeding Truman L. Roane.

A. Norman Ranck, supervising principal, Manor Township-Millersville Borough, Millersville, Pa., to Penns Manor School District, Heilwood, Pa.

Champ Callihan from Mission, Tex., to Kerrville, Tex., succeeding Ed. L. Wildman, who goes to Mineral Wells, Tex.

I. C. Evans, elementary principal at Burkburnett, Tex., to superintendent there, succeeding Ralph M. Davis, who has resigned.

Harry E. Guzniczak, principal of Ben Franklin School, Hales Corners, Wis., to school superintendent of Franklin School District No. 5 there.

Robert L. Cook, district superintendent, Pleasant Prairie Consolidated Joint District 15, Kenosha, Wis., to superintendent of Melrose Area schools, Melrose, Wis., succeeding Ludwig Petersen, who resigned to become superintendent at Portage, Wis. (Cont. on p. 110)

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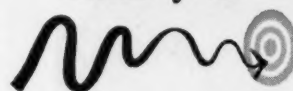
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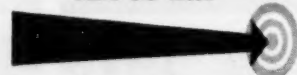
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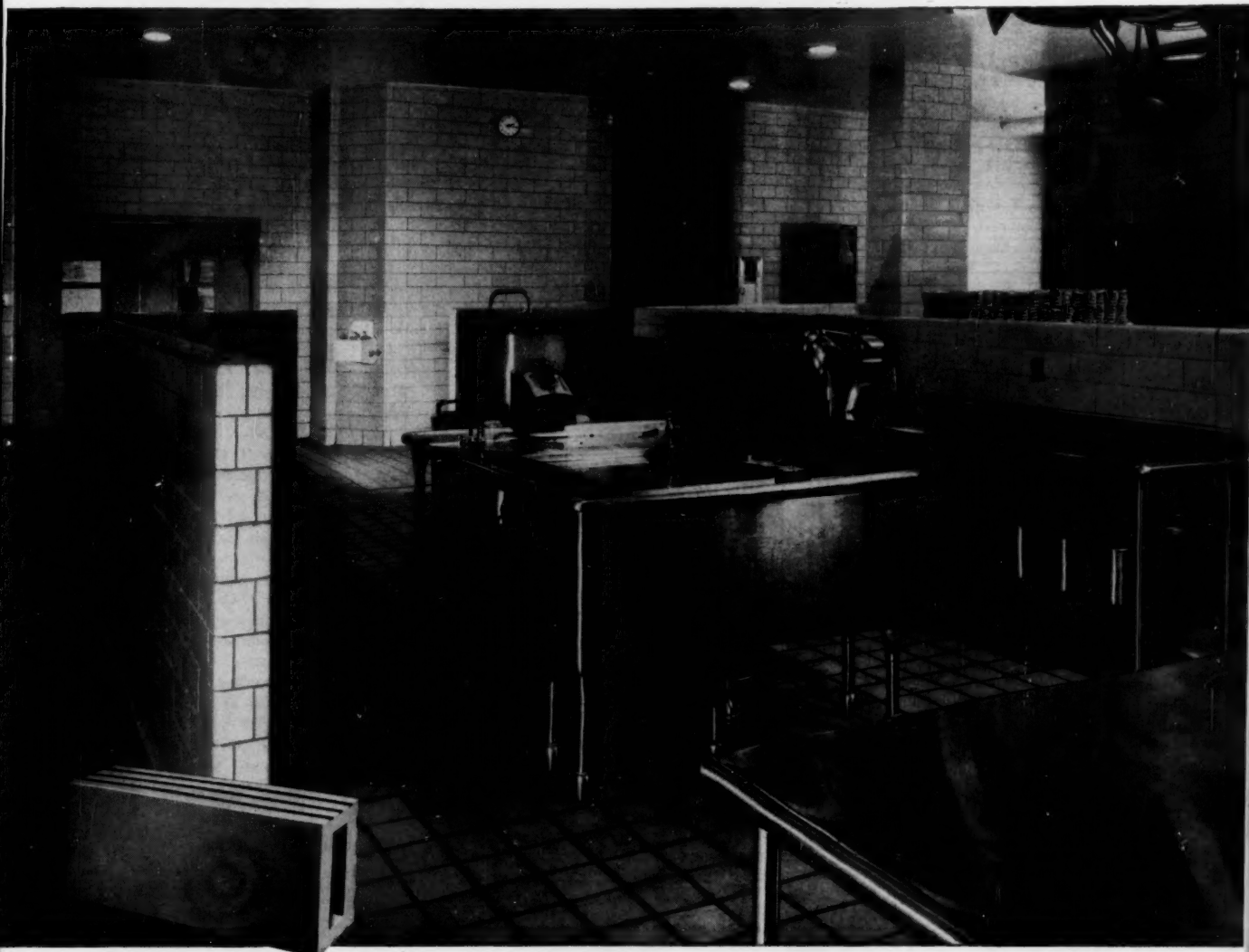


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"6T"	6T-657	5 $\frac{1}{4}$ " x 11 $\frac{3}{4}$ "	2", 4", 6", 8"
"4D"	4D-1255	5 $\frac{1}{4}$ " x 7 $\frac{3}{4}$ "	2", 4", 6", 8"

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OTHER APPOINTMENTS . . .

Virgil M. Hancher, president of the State University of Iowa, has been appointed chairman of the N.E.A.'s Educational Policies Commission, succeeding Herman B. Wells, president, Indiana University. Dr. Hancher has been a member of the commission since 1955. Appointed to a four-year membership to the commission, effective in July, are: John Fischer, superintendent of schools, Baltimore; Henry I. Willett, superintendent of schools, Richmond, Va., and member of The NATION'S SCHOOLS editorial advisory board, and B. L. Dodds, dean, College of Education, University of Illinois.

Four staff associates appointed to the Midwest Administration Center, University of Chicago, for two years are: Max G. Abbott, superintendent, Uintah School District, Vernal, Utah; Kenneth J. Preble, principal, Talala Elementary School, Crete, Ill.; Stephen Paul Hencley, superintendent, Warner, Alberta, Canada, and James M. Lipham, superintendent, DeGraff, Ohio.

Arthur A. Hauck has been named director of Washington International Center. He retired April 1 after 24 years as president of the University of Maine. Howard R. Boozer has been acting director of the Center since November 1957.

Ralph C. M. Flynt, director of the higher education programs branch, U.S. Office of Education, to director of the laws and legislation branch. He succeeds Melvin W. Sneed, who is now the minority clerk of the House committee on education and labor of the U.S. House of Representatives.

John G. Lorenz to director of the library services branch, U.S.O.E., succeeding Ralph M. Dunbar, who resigned after 20 years' service to become director of the American Library Association Library Resources Fact-Finding Project.

John F. Hughes to executive officer and head of the administrative management branch, U.S.O.E. He succeeds D. W. McKone, who retired.

Other appointees to the Office of Education staff include: Ralph C. Bedell, secretary-general since 1955 of the South Pacific Commission, Noumea, New Caledonia, to specialist for higher education programs; Winslow R. Hatch, dean, college of general education, Boston University, since 1955, to educational research coordinator, division of higher education, and Justin C. Lewis, principal assistant for program analysis, vocational rehabilitation and education program, V.A., Washington, D.C., since 1953, to head of the higher education statistics unit, research and statistical services branch.

Charles D. Gibson has been appointed chief of the bureau of school planning of the California state department of education, Sacramento, succeeding Paul L. Rivers, who retired. Mr. Gibson had been supervising field representative of the bureau at Los Angeles since 1943.

RESIGNED . . .

Lynn K. Tarkington, superintendent at Mansfield, Ark.

Keith L. Scott, superintendent at Cornell, Ill.

E. L. Gundacker, superintendent at Delmar, Iowa.

Clarence C. Dittmer, superintendent for 13 years at McGregor, Minn.

Ralph D. McPherson, superintendent since 1929 at Forsyth, Mo., effective July 1.

Frances Calderwood, superintendent since December 31 at Sidney, Ohio. She was Ohio's first woman superintendent of schools.

C. R. Thornton, superintendent for eight years at Salina, Okla.

J. Waymon Scott, superintendent at Shidler, Okla.

C. M. Selman, superintendent at Marble Falls, Tex.

L. W. St. Clair, superintendent for seven years at Mercedes, Tex.

A. N. Saenz, district superintendent for Benavides, Tex., effective August 31.

H. K. Newburn, president since 1953 of the Educational Television and Radio Center at Ann Arbor, Mich., effective in September. (Cont. on p. 112)

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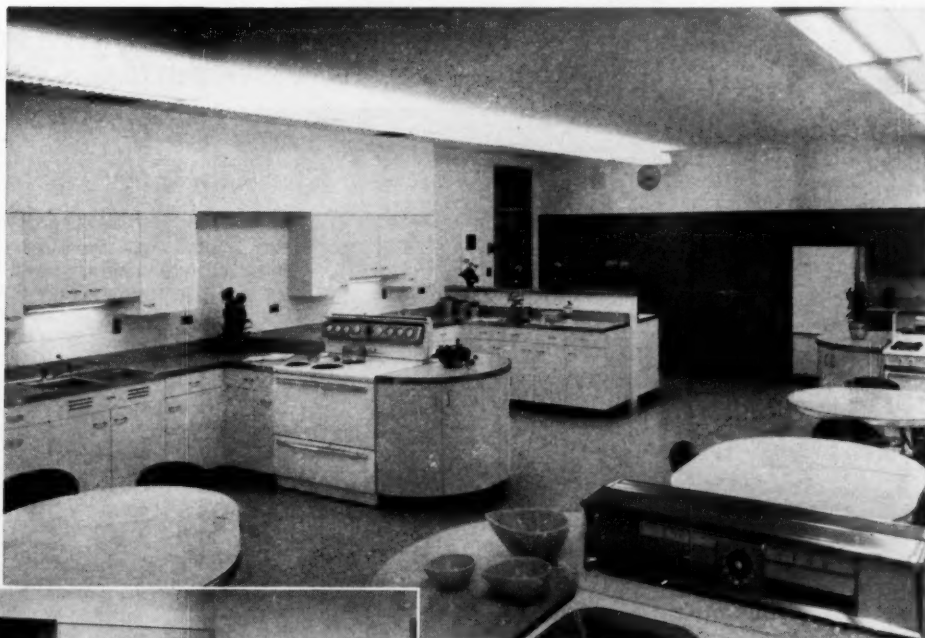
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William S. Carlson, president of the State University of New York, effective September 1.

RETIRED . . .

Daniel J. Heathcote, superintendent of schools at Kalamazoo, Mich., is retiring, effective June 1. Mr. Heathcote succeeded to the Kalamazoo superintendency in January 1958 upon the death of Supt. Loy Norrix. Prior to



D. J. Heathcote

his appointment, Mr. Heathcote was, since 1947, assistant superintendent and concurrently director of coordinate activities for Kalamazoo public schools, a post he held since 1939. From 1936 to 1939, he was principal for the Washington Junior High School, Kalamazoo.

William Mowry, superintendent of Bedford County schools, Bedford, Pa., for 16 years.

F. DeWitt Zuerner, 65, superintendent for 28 years for North Braddock schools, North Braddock, Pa.

A. J. McMullen, superintendent for 20 years of Fayette County schools, Uniontown, Pa.



H. R. Douglass



Stephen Romine

Harl R. Douglass retires on July 18, after having served the University of Colorado as professor and director of the college of education since 1940. Dr. Douglass is widely known as an author, having written some 700 magazine articles and textbooks. He also has served in various capacities as an editor: associate editor of the *Junior-Senior High School Clearing House*, the *Journal of Educational Research*, and also a contributing editor for the *Journal of Experimental Education*.

He has been a speaker at hundreds of educational meetings and served as consultant to more than a score of city and county school districts. Most of his teaching experience was in higher education, having been professor of secondary education at the University of Pennsylvania, the University of Minnesota, the University of North Carolina, and the University of Oregon. He also has been a lecturer at Yale and the University of Pennsylvania.

As the incoming dean for the college of education at the University of Colorado, **Stephen Romine** has a background of 11 years of service to the university, five years in the extension division and six years as director of the research and service bureau. Previously, he had been superintendent in Fountain, Colo.; high school principal in Del Norte, Colo., and a high school teacher in Webb City, Okla. He is the author of a number of books and magazine articles. He is an officer of the North Central Association and has served since 1947 as chairman of the Colorado State Committee.

Retirement for **John K. Norton** will be in theory only, for Dr. Norton will continue to serve Teachers College next year on special assignment with its Institute of Field Studies.



J. K. Norton

Officially, Dr. Norton retires on June 30, with the rank of emeritus professor. He has been a professor at Teachers College since 1931 and director of the division of organization and administration since 1942. His teaching career began in California in 1917 soon after he served as a captain in the U.S. Army during World War I.

Then followed nine years with the N.E.A. (1922 to 1931), during which he

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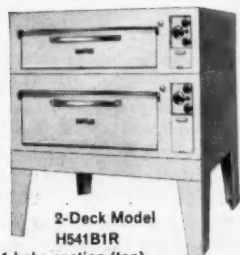
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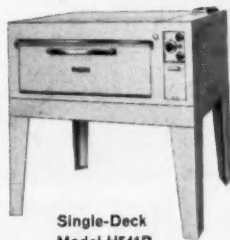
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**Single-Deck
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1 roast section,
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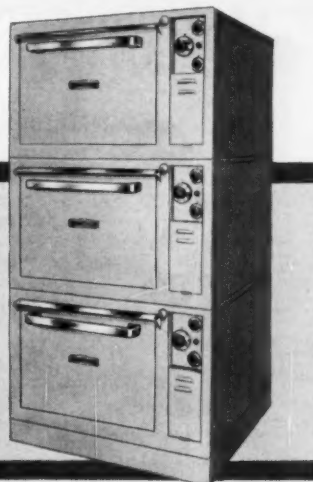
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36" "ALL-PURPOSE" OVENS

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3 "All-Purpose" sections, insulated base.
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organized the N.E.A. research division. His nationwide leadership in education includes many offices and authorship of numerous books and magazine articles. For seven years he was a member of the Educational Policies Commission, serving as chairman from 1948 to 1950.

Writes Dr. Norton: "During the next few years I expect to have a very good time doing the things I like to do most in the field of education, plus some travel and similar activities. I am one of those who has very much enjoyed his work up to date, but I look forward to the greater freedom of retirement with much anticipation."

Luther A. Lockwood, superintendent for 13 years at Columbus, Ind.

Samuel Morgan, 65, superintendent of Davis County schools, Farmington, Utah, after 42 years in the teaching profession.

Retirement this month brings to a close for **Earl A. Dimmick** a quarter of a century of service to the public schools of Pittsburgh as an administrator, in addition to six years as a teacher. He had been principal of



E. A. Dimmick

three elementary schools in Pittsburgh before becoming director of vocational guidance, and then served for seven years (1938 to 1945) as associate superintendent in charge of elementary education before he accepted the superintendency in 1945.

The current emphasis upon science and mathematics is of special interest to him since he originally was a teacher of these subjects in Philipsburg and Duquesne, Pa. For many years he also taught courses in school administration at the University of Pittsburgh. His national interests include memberships since 1948 on the Administrators Vocational Rehabilitation Advisory Committee of the Veterans Administration. Dr. Dimmick has been a member of The NATION'S SCHOOLS Editorial Advisory Board since October 1945.

Concerning his plans for the future, he writes: "Since I have never enjoyed sabbatical leave, I propose to inake no commitments for the next 12 months."



John Page

A record of 36 years as superintendent of schools at Howell, Mich., will close with the retirement this summer of **John S. Page**. At his request, the board is releasing him from the last two years of his contract to permit him to retire because of ill health. During his administration, the Howell school system has incorporated 24 of the surrounding rural districts. He is a former president of the Michigan Education Association, which he also served as a director for several years. Another record of service is his 25 years as chairman of the state Hi-Y Committee, and a similar quarter of a century of membership on the Livingston-Washtenaw Council of Boy Scouts. The State Forensic Council has enlisted his services as a member ever since it was organized 23 years ago.

DIED . . .

William H. Carruthers, 51, city superintendent of schools, Murphysboro, Ill., and past president (1955 and 1956) of the Illinois Education Association.

Oscar Lee Dunaway, 86, former public school superintendent at Prescott, Ark., Texarkana, Tex., and Hot Springs, Ark.

Walter Henderson Magill, 79, retired professor emeritus of education, University of Pennsylvania, and author of books and pamphlets on teacher training.

Edith Garthe, associate editor, *New York State Education*, publication of the New York State Teachers Association.

Mrs. Helen F. Rachford, director, division of audio-visual education, Los Angeles County schools and vice-president of D.A.V.I., in a plane collision enroute to the convention.

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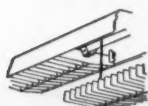
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ADMINISTRATION

The Fundamentals of Public School Administration. 4th ed. By Ward G. Reeder, professor emeritus of education, Ohio State University. Macmillan Co., 60 5th Ave., New York 11. Pp. 613. \$6.

CONFERENCE PROCEEDINGS

Education in the Next Decade. Proceedings of the 34th annual educational conference and 23d annual meeting of the Kentucky Association of Colleges, Secondary and Elementary Schools, University of Kentucky, Bureau of School Service, College of Education, University of Kentucky, Lexington. Pp. 93.

CURRICULUM

Standards for Survey of Reading Material in Public Schools. By William B. Terrell, for the commission on instructional materials. Gulf School Research Development Association, 3801 Cullen Blvd., Houston 4, Tex. Pp. 77. \$1.25.

Elementary School Physical Education. With emphasis upon its integration in other curriculum areas. By James H. Humphrey, professor of physical education and health education, University of Maryland. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 321. \$4.75.

From Program to Facilities in Physical Education. By Harry A. Scott, professor of health and physical education, Teachers College, Columbia University, and Richard B. Westkaemper, associate professor, division of physical education, health and rec-

reation, Wisconsin State College. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 474. \$6.50.

What Does the Special Certificate Mean to You and Your Child? A handbook for high school parents. Wayne Community Schools, P. D. Graham, acting supt., Wayne, Mich. Pp. 13.

Prejudiced: How Do People Get That Way? William Van Til, chairman of the department of secondary education, New York University. Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22. 25 cents.

Planning and Organizing Science Programs in Elementary Schools. A teacher's guide. By Martha Glauber Shapp, curriculum coordinator, bureau of curriculum research, New York Board of Education. Grollier Society, Inc., 2 W. 45th St., New York 36. Pp. 80.

DIRECTORY

Education Directory, Part 2. 1957-58. Counties and Cities. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 101. 45 cents.

SCHOOL LAW

Legal Aspects of School Board Operation. By Robert R. Hamilton, dean, College of Law, University of Wyoming, and E. Edmund Reutter Jr., professor of education, Teachers College, Columbia University. Bureau of Publications, Teachers College, Columbia University, 525 W. 120th St., New York 27. Pp. 216. \$4.95.

SCHOOL PLANNING

Creative Planning of Parks and Play Areas for Learning, Living and Leisure. Edited

by Raymond C. Schneider, R. Dudley Boyce and Ted T. Peterson. School Planning Laboratory, School of Education, Stanford University, Stanford, Calif. Pp. 68. \$2.50.

SPECIAL EDUCATION

Teachers of Children Who Are Socially and Emotionally Maladjusted. A report based on findings from the study, "Qualification and Preparation of Teachers of Exceptional Children." Bulletin 1957, No. 11. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 92. 45 cents.

STATISTICS

Preliminary Statistics of City School Systems, 1955-56. By Lester B. Herlihy, specialist in educational statistics, assisted by Ruby Ballard, statistician, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 10.

TEACHER EDUCATION

An Introduction to American Education. 2d ed. By John T. Wahlquist, president, San Jose State College, and Patrick J. Ryan, associate professor of education, San Jose State College. Ronald Press Co., 15 E. 26th St., New York 10. Pp. 457. \$5.

Undergraduate Workshop in Elementary Education. By Margaret I. Mercille. Division of Research and Field Services, Indiana University, Bloomington. Pp. 40. \$1.

UNESCO

Educational Information Services in the U.S.S.R. By E. I. Monoszon. Education Abstracts 95. UNESCO Publications Centre, 152 W. 42d St., New York 36. Pp. 11.

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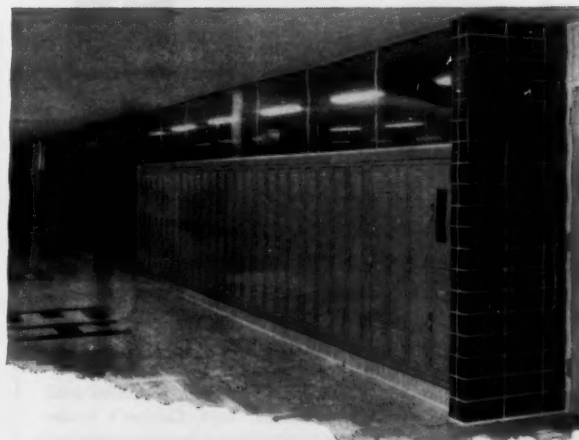
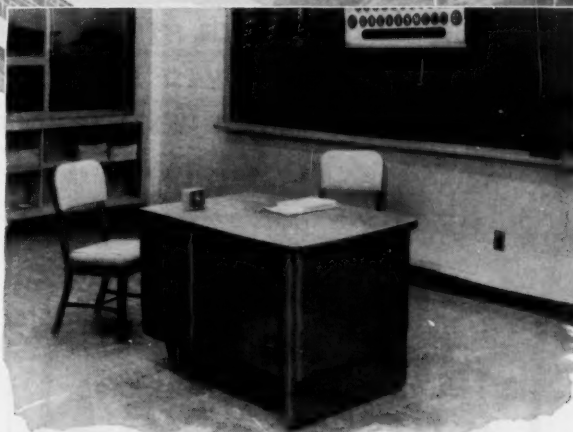
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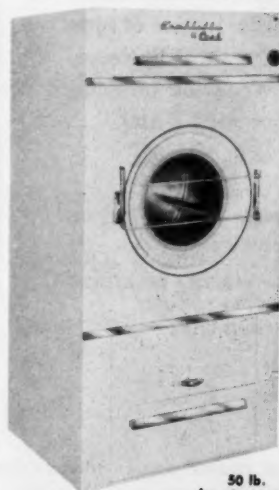
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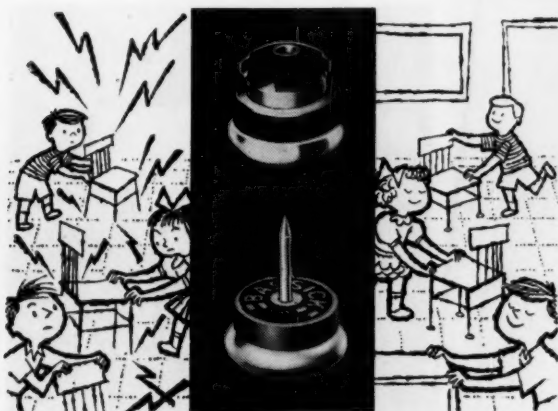
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"...the only things
that could be salvaged
were these desks"

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Palmyra, New Jersey

I. NEWTON COWAN, ED. D.
SUPERINTENDENT

February 10, 1958

Mr. Carl Lugbauer
Heywood-Wakefield Co.
Gardner, Mass.

Dear Sir:

Enclosed you will find photographs of the Heywood-Wakefield study top desks which were salvaged from our recent fire. The one photograph shows one of these desks before it was properly cleaned, although it had been washed previously. The others show the desks after cleaning and in use.

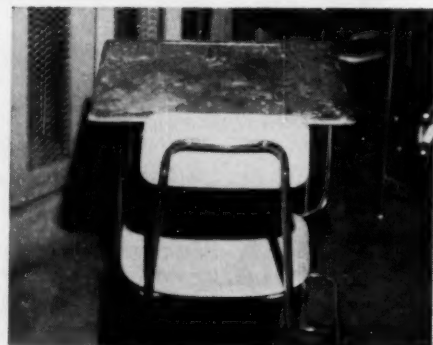
These desks are now in the temporary classroom in the locker room of the field house. The room from which they came was not completely destroyed by fire, but the only things that could be salvaged were these desks.

After our experience with your solid plastic and chrome furniture, we feel that it is practically indestructible.

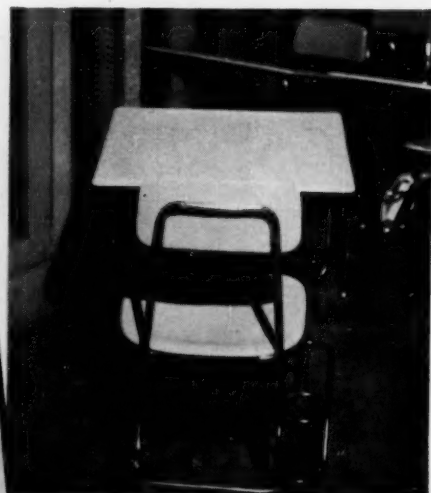
Sincerely yours,

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I. Newton Cowan
Superintendent

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DESK TOP AFTER THE FIRE



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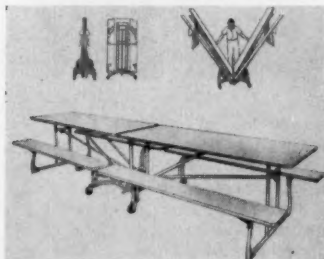
JUNE 1958

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 144. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

One-Person Operation for Du-Honey Table-Bench Unit

The new Du-Honey 312 folding table-bench combination unit can be handled by



one person. It is a portable unit which will seat 16 adults comfortably and has easy access on either end, free of obstructions or braces. The synchronized control of both the table tops and the benches makes it easy for one person to open or close the entire unit without effort. It can be handled by custodian, teacher or pupil with equal ease.

The unit supplies a 12-foot table, 30 inches wide. When folded it occupies only 41 by 29 inches of storage space. Four smooth-rolling, non-marking swivel ball bearing casters make it easy to move. Plastic is used for tops, benches and the special edging on the tables and benches and the understructure of structural steel tubing has an all-steel apron. Midwest Folding Products, Roselle, Ill.

For more details circle #1 on mailing card.

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A series of innovations stressing driver safety, comfort and convenience are incorporated into the new 1958 Oneida Warrior School Coach. These new engineering developments include crash rails that wrap around the body front for collision safety; redesigned instrument panel for immediate identification and finger-tip controls; a personalized cabinet and a rack at the left of the driver; added ventilation; a form-fitting foam-rubber-filled driver's seat, and



a pocketbook tray for women drivers. Improved structure, larger seats for students and augmented body ventilation are other features of the 1958 coach. Oneida Products, Canastota, N.Y.

For more details circle #2 on mailing card.

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The Hi-Fi Viewtalk is a new development to achieve full range, rich quality of sound and perfect visual presentation even in a large auditorium. Complete audio-visual equipment is provided in a compact, lightweight unit which is capable of reproducing full tonal range with high fidelity and excellent picture quality.

The audio unit is a two-speaker, three-speed record player which plays records up to 16 inches in size. A high fidelity, ceramic cartridge with two permanent sapphire needles is contained in the transcription arm and a five-watt amplifier gives excellent tone quality in large areas. The visual unit is a Viewlex V-500 projector with automatic take-up which accepts film from the projector channel and winds it neatly. A spinning wheel auto feed accepts filmstrip in a standard can directly from the take-up reel. It is not necessary to rewind filmstrips. The complete unit fits



into a luggage case for easy portability but either unit of the Viewtalk may be used separately if desired. Viewlex, Inc., 35-01 Queens Blvd., Long Island City 1, N.Y.

For more details circle #3 on mailing card.

Silver Handling System Has Stainless Steel Cylinder

A high luster stainless steel cylinder is now available for heavy duty use in the Steril-Sil system of silver handling. The deep drawn one-piece cylinders have rounded corner base providing sanitary service since there are no seams where bacteria could lodge, and the scientific design ensures complete drainage. The new stainless steel cylinders for busy kitchens, as well as the nylon cylinders, are used for holding silverware, eating portions up, during washing. Silverware is transferred to clean empty cylinders, eating portions down, for transportation and service. The Steril-Sil Co., 150 Causeway St., Boston 14, Mass.

For more details circle #4 on mailing card.

Little Giant Trampoline for "Junior" Pupils

Designed especially for use in junior high and elementary schools, the Little



Giant Trampoline has the same construction features as the Nissen Regulation Trampolines. It is the exact size, and has the right bounce, for pupils of junior high and lower grade size. The welded steel tubing frame has overall dimensions of seven by twelve feet, 32 inches high. The Little Giant is available with cotton canvas, nylon canvas or web bed, and with suspension systems consisting of springs or rubber Trampoline cables. Nissen Trampoline Co., 215 A Ave., N.W., Cedar Rapids, Iowa.

For more details circle #5 on mailing card.

White Sewing Machine Features Rotary Take-Up

The new Model 659 White Rotary Sewing Machine has a new feature not ordinarily seen on teaching and household machines. The rotary take-up on the new machine increases the smoothness of the sewing action, speeds operation, and eliminates the usual take-up level flying up and down on the front of the machine. The machine is modern in appearance and is finished in two-tone silver and soft spruce green colors. It is sturdily constructed for precision operation and incorporates all of the standard White features, including automatic darning, cool built-in light, multi-position drop feed, open shut-



tle race, dial tension regulator, automatic bobbin winder, precision dial stitch regulator, hinged cover plate and positive V-belt drive. White Sewing Machine Corp., Cleveland 11, Ohio.

For more details circle #6 on mailing card.

What's New ...

Complete Adjustability in Arlington Lift Lid Desk



Designed to meet the needs of students, teachers and those purchasing seat-

ing equipment, the new Arlington No. 455 Individual Lift Lid Desk is modern in design and fully adjustable. The desk height is adjustable and the lift lid can be adjusted to level or sloping position when closed. The one-piece lid raises on safety friction-disc hinges for complete access to the book box.

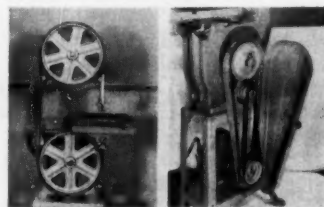
Desk tops are surfaced with a special maple-grained plastic for attractive appearance and resistance to wear. The overall sturdy construction provides a strong, well-balanced unit. The desks are available in a choice of five metal finishes with color selection based on a survey among school administrators and decorators. The new desk is available in a full range of sizes

from grade one to adult, with No. 401 matching chairs. Arlington Seating Co., Arlington Heights, Ill.

For more details circle #7 on mailing card.

Delta Band Saw Has Broad Speed Range

The improved model of the Delta 14-inch wood and metal cutting band saw is designed to eliminate chatter and vibra-



tion under difficult operating conditions. The saw has an unusually broad speed range with heavier, stronger drive to cut anything from wood, plastics, fibrous materials and aluminum to stainless steel and tool steel. The wide speed range is obtained with a standard, low-cost motor and without belt changes. Use of the standard motor reduces initial cost and minimizes motor replacement and service problems. Improvements in the new model include increased rigidity and high torque transmission with added weight and strength in the base and wheels, increased drive shaft diameter and a new heavy duty clutch. Delta Power Tool Division, Rockwell Mfg. Co., 483 N. Lexington Ave., Pittsburgh 8, Pa.

For more details circle #8 on mailing card.

Home Economics Tray of Reinforced Plastic

Two new plastic reinforced trays are introduced for use in Home Economics Classrooms. Tray No. 475-1 is 19½ by 13½ by 4½ inches in size while Tray No. 475-2 is 19½ by 9½ by 4½ inches in size. Designed as tote trays to keep materials for individual students in one convenient place between and during classes, the trays have a flange on each side for sliding onto cabinet ledges. They can be stored in racks



in cabinets when not in use and can slide underneath desk tops as a materials drawer during classes. Made from fiber glass and polyester resin, the trays cannot bend, dent or warp, do not flake or chip and are sturdy and tough to withstand all school uses. The Home Economics Trays are available in pebble beige, pale green, blue, yellow, gray and pink. Molded Fiber Glass Tray Co., Linesville, Pa.

For more details circle #9 on mailing card.

(Continued on page 124)



Now—give your pupils

Automatic milk service 'round the clock

THE refreshing milk your pupils want and need is always available from the Norris Automatic Vender. Plug it in anywhere and watch it solve milk handling problems in your school.

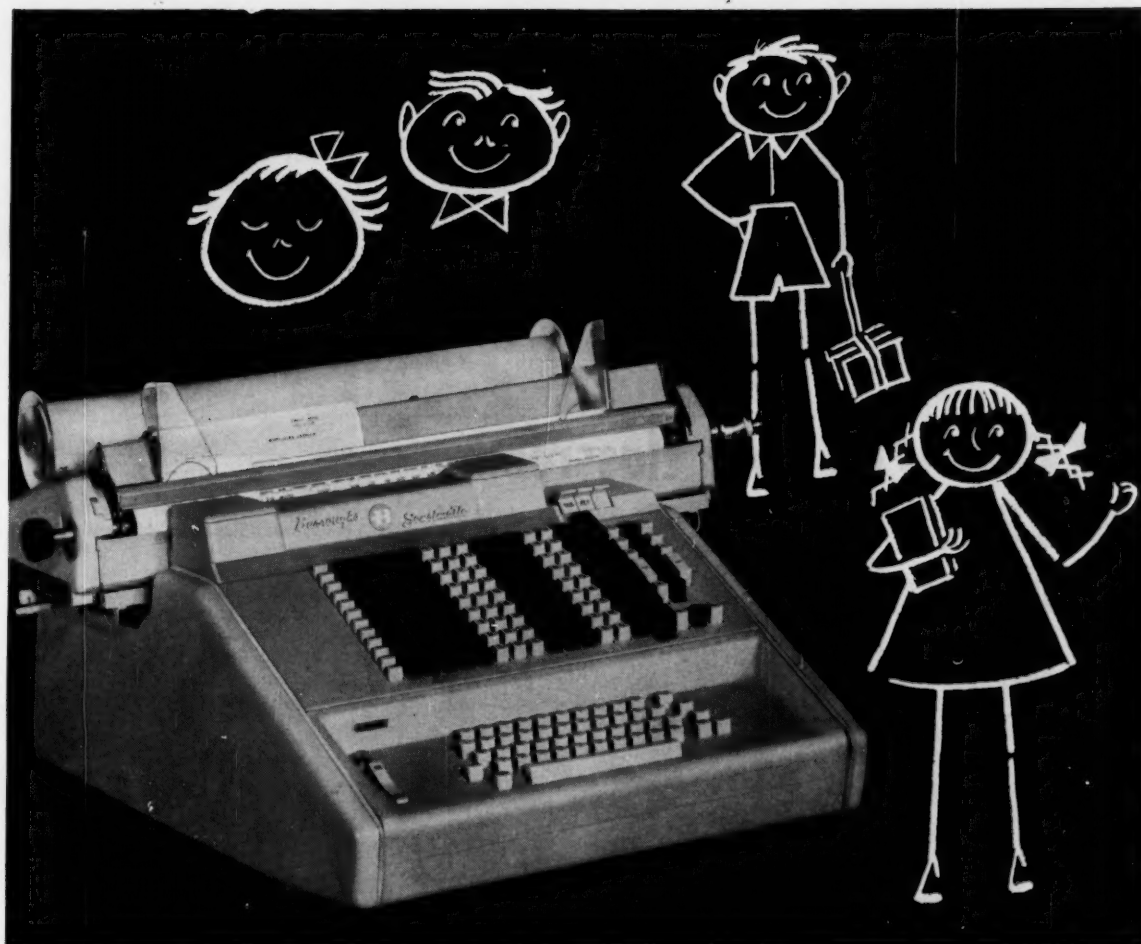
Any child can operate the Norris Vender without error. There is a separate coin channel for each of three drinks. No selecting buttons, no

levers, no dials to confuse the children or slow down service. Even the change is made automatically.

The Norris Automatic Vender will increase milk consumption by your pupils and cut milk handling time and costs at your school. Write today for new FREE folder, and include the name of your dairy, please.

Norris Automatic Vender

Write to: Norris Dispensers, Inc., Dept. NS58
Vending Division, 2720 Lyndale Ave. So., Minneapolis 8, Minn.
Canadian Distributor: Thermomatic Merchandisers, Ltd., Toronto, Canada



Here's COMPLETE mechanization for your school accounting system

Complete mechanization! That's the new Burroughs accounting plan—the answer to the year-by-year increase of schools, students and bookkeeping work.

Here's a plan that takes full advantage of the unsurpassed speed and flexibility built into both the numerical and typing Sensimatics. A plan of descriptive accounting that brings you advantages like these: more results with less effort. Greater accuracy. Smoother work flow. Facts and figures the instant you want them.

Revenue accounting? Budgetary accounting? Check writing, payroll, and student activity accounting? Even a newly trained operator can race through them all—switching from one to another at the flick of a knob.

You'll find the free booklet about this plan well worth your attention. You can get your copy at our nearby branch office. Or write to Burroughs Division, Burroughs Corporation, Detroit 32, Michigan.



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Burroughs Corporation
"NEW DIMENSIONS / in electronics and data processing systems"

What's New ...



**Study Top Chair Units
Have Three Heights**

A choice of three chair heights, with

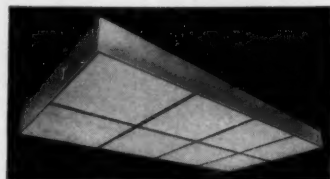
work surfaces easily adjustable to three additional heights, is available in the study top chair units in the new Peabody seating line. Model No. 6175 illustrated is typical of the attractive, practical line which features a free standing design with all corners open. The legs are angled for maximum stability and the large underseat book storage rack is available as an accessory, with access from either side desired.

Work surfaces on the unit are of damage-resistant melamine-surfaced laminated plywood. The heavy duty understructure employs 1 1/4-inch heavy gauge tapered tubular steel. The five-ply laminated seat and back are compound curved for correct posture with comfort and the floor glides

are self-adjusting for stability. Peabody Seating Co., North Manchester, Ind.
For more details circle #10 on mailing card.

Preassembled Lighting Unit Is Quickly Installed

Inexpensive and quick installation are features of the new Wakefield Twenty. The broad-area preassembled lighting unit is seven inches deep and can be installed



at low cost in a matter of minutes. The same unit can be joined with duplicate units to form a luminous ceiling if desired. Each unit comes assembled in a carton and is available in four by four, four by six or four by eight foot size.

The Wakefield Twenty is mounted by two connections from the back channel and cord and plug sets allow joined sections to be interconnected. Units are available with steel louvers, plastic louvers and vinyl or styrene diffusers. The Wakefield Co., Vermilion, Ohio.

For more details circle #11 on mailing card.

SOLVE your classroom STORAGE problems —with the NEW school tray by— FABRI-FORM



- Made of sturdy high-impact plastic, with high gloss finish—UNBREAKABLE in normal use
- Resists soiling — easily cleaned
- Light weight and easy to handle — even by small children
- Sizes to fit all existing rack systems
- Beautiful pale tan, grey or green colors

Here's the low cost answer to your classroom storage problems—school trays by Fabri-Form that store each student's materials INDIVIDUALLY! They're widely used for storage in home economics, kindergarten, science and chemical labs, teacher's wardrobe cabinets and manual training; as well as for many miscellaneous storage uses.

You can use Fabri-Form school trays without additional equipment, yet they will fit any standard rack system you might install later. These trays solve EXISTING STORAGE PROBLEMS IMMEDIATELY, yet are adaptable for later incorporation into a more elaborate storage system.



**Write for
details TODAY!**

The FABRI-FORM Company, BYESVILLE 1, OHIO

Endur System for Classroom Flexibility

The Endur System is designed to provide complete utility and flexibility in the use of classroom teaching aids. Consisting of a series of lacquer finished steel channels 3/4-inch deep that can be mounted either in the wall or flush on the surface, the



system permits the instructor, custodian or other staff member to relocate or adjust the height of the equipment to meet the teaching requirements of the moment.

The type of wall is considered in the installation, after which component parts of the Endur System are readily exchanged or adjusted. The new plastic tackboard has self-sealing tack holes and is framed in etched and anodized aluminum. This ensures long wear, attractive appearance and minimum maintenance. The tackboard is also available as the upper section of the unit illustrated containing the Endur Composition Chalkboard, similarly framed. Chalkboards are available in green and black and tackboards in chamois, coral rose, blue, maize and lime. Endur Products Co., 721 Goshen Ave., Visalia, Calif.

For more details circle #12 on mailing card.

(Continued on page 126)

Quiet in the lunchroom!

Sure to be sanitary!

And it costs no more!



DIXIE* **MATCHED FOOD SERVICE**

...a complete range of shapes and sizes in the attractive new Floral design
...with every item for hot food now *plastic coated* by the exclusive Dixielite* process.
Your Dixie representative will be glad to show you how this modern cafeteria service
makes food preparation and clean-up faster, easier...how you save labor, breakage and
storage, more than offsetting the small per-meal cost. Write today for facts and samples.

not all paper cups are DIXIE CUPS...just the best ones!

**DIXIE CUP Division of American Can Company, EASTON, PA. • CHICAGO, ILL. • DARLINGTON, S. C. • FORT SMITH, ARK.
ANAHEIM, CALIF. • LEXINGTON, KY. • BRAMPTON, ONTARIO, CANADA**

*"DIXIE" AND "DIXIELITE" ARE REGISTERED TRADE MARKS OF DIXIE CUP DIVISION OF AMERICAN CAN COMPANY

NEW IDEAS IN TRAMPOLINES ALWAYS COME FROM NISSEN

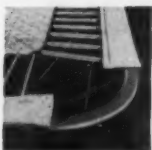


New NISSEN Little Giant TRAMPOLINE

The popular medium-sized Trampoline that delivers standard performance for physical education programs of elementary and junior high schools. Smaller in size, big in value.

ONLY
\$198.00

Frame pads optional and extra

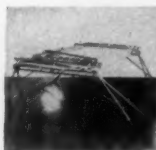


New NISSEN OVAL TUBING

Extra strength and better bounce from this new light-weight frame design. Exclusive with Nissen, on Regulation and Goliath models.

2-Way FOLDING FLEXIBILITY

All Nissen Trampolines can be easily "half-folded" for greater convenience, and FLASH-FOLDED for out-of-the-way storage.



NISSEN
TRAMPOLINE CO.

Home Office and Factory: 200 A Avenue, N.W., Cedar Rapids, Iowa, U.S.A.
Branch Offices and Factories:
NISSEN TRAMPOLINE COMPANY, LTD.
Hainault Works, Chadwell Heath, Romford, Essex, England
NISSEN TRAMPOLINE OF CANADA LTD., Ter. A., Box 427, Toronto 1, Ontario
NISSEN TRAMPOLINE, Gümliigen (Berne) Switzerland

.....IF IT ISN'T A NISSEN, IT ISN'T A TRAMPOLINE.....

PAGE chain link FENCE

America's First Wire Fence—since 1883



Now Registered

for double assurance of quality

—Another Progressive Step by PAGE!

• Top quality of materials has always been a distinguishing feature of PAGE Chain Link FENCE. This well-known value plus PAGE standards of workmanship in fence erecting by members of the Page Fence Association have given continuing assurance of reliable protection and good appearance. Now another forward step adds to value certainty. Each newly erected fence will be identified by a PAGE "REGISTERED" metal plate and a dated, numbered and signed Registration

Certificate will be given to the owner. Registration of your new Page Fence and certification of its quality are assurance of long, dependable service and lasting satisfaction.

PAGE will help you to choose the RIGHT fence for YOU from a wide variety of fence styles and four superior fabric materials—including the new ACCO Aluminized Fabric. For information and name of nearest Association member, write for Folder DH-26.

Address: **PAGE FENCE ASSOCIATION**
National Headquarters • Monessen, Pa.

A PRODUCT OF PAGE STEEL & WIRE DIVISION, AMERICAN CHAIN & CABLE COMPANY, INC.

What's New ...

Student Wardrobe Is Mobile Unit

The new Grade-Aid student wardrobe unit is of all steel construction. The mobile unit can be readily placed near the door



for loading and when school closes, and wheeled out of the way during class time. It is designed to provide ample space for hats, coats and boots inside the wardrobe, while a tackboard project panel on the back makes the unit useful when it is filled and faced against the wall of the classroom. The unit is also available as an all-steel storage cabinet with adjustable shelves for books and other supplies.

The wardrobe-cabinet unit is mounted on heavy duty rubber casters for easy mobility and when used as a wardrobe has two adjustable shelves for hats and boots. A removable drip-pan under the bottom shelf and a steel hanger rod with 15 non-detachable hangers are other features. School Equipment Mfg. Corp., 46 Bridge St., Nashua, N.H.

For more details circle #13 on mailing card.

Two Work Benches for Shop Area

Two new Lyon work benches are now available for the school shop. The Lyon Cabinet Bench is a versatile unit for use wherever an enclosed type bench is desirable. Made entirely of steel, the Cabinet Bench consists of base, heavy duty steel top, two end panels and back. It is also available in models with tempered



pressed wood top or with laminated hardwood top. Sliding doors are available for lock-up storage space and one or more shelves may be added. The bench has other standard accessories, including electrical outlet strips, and is available in two sizes.

The Lyon Modular Type Bench permits individual bench or multiple bench arrangements to specifications. The basic bench has a steel top, cabinet, four drawers and two base units. It also is available with pressed wood or laminated hardwood tops and may be acquired with eight drawers or two cabinets. Door can be hung to swing left or right by reversing the cabinet. The Modular Type Bench lends itself to combination arrangements. It is also available in two sizes and both benches are finished in green enamel. Lyon Metal Products, Inc., Aurora, Ill.

For more details circle #14 on mailing card.

(Continued on page 130)



Now is the Time... TO PLAN SUMMER CLEAN-UP



The HILLYARD "MAINTAINER" helps YOU put Economical Renewal in your Floor Care Program

Summer gives you an ideal chance to put your gym floor—in fact, *ALL Floors*—in top condition for Fall. Planning your summer clean-up *now* will insure best use of this opportunity.

But to give best results in terms of year-long wearability—year-long top appearance—year-long economies through simplified maintenance—your summer refinishing should be fitted into the year's complete floor care program.

Call in your Hillyard Maintainer®. He's a trained floor care specialist, with years of experience helping draw up programs of the type you need. Each Hillyard Plan is tailored to the special needs and conditions of an individual institution.

He'll give you practical suggestions, such as:

- Why sand away your flooring, when you can strip the finish?
- Why apply an inferior finish when for pennies more you can apply one that will wear three times as long?
- Why not choose a treatment that will hold top appearance and wearability with half the maintenance time?



Call the Maintainer—now! His service is Free, without obligation. He's "On Your Staff, Not Your Payroll."



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Free HILLYARD PLANNING HELPS . . .

E-Z Marker for new Free-Throw Circles



Gym Floor Blueprint File for Lay-out and Lining

How to Plan Your Floor for Favorite Sports

Practical ideas and how-to-do-it instructions make gym floor marking easy.

Mail Coupon Today!

HILLYARD, St. Joseph, Mo.

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- ☐ Please give me the FREE Hillyard helps shown above.
- ☐ Please have the Hillyard Maintainer call to help me plan my summer clean-up program.

Name

Institution

Address

City State

More space per dollar than any other
building material...with **Concrete Masonry**



Economical block lets you build tomorrow's annex today. Solve the space problem as so many school districts have—with concrete masonry. Modern styling, sound absorption and complete fire safety are just a few of its widely accepted features. Ask your local NCMA member for a copy of the new book "Split Block Architecture."



NATIONAL CONCRETE MASONRY ASSOCIATION • 38 SOUTH DEARBORN • CHICAGO

Newest on the classroom scene!



QUADRALINE
by american desk



A complete line of school furniture in future tense! You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space—economical with space requirements! A rugged, well-balanced unit... easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

For Competent Assistance, Complete Details, Ask Your State AD Representative

american desk manufacturing co.  temple, texas

See a

**NEW
KIND
OF
CLASSROOM**



in July

NATION'S SCHOOLS

919 N. MICHIGAN AVE., CHICAGO 11, ILL.

... assuring the finest for
bright young futures



Beverage-Air

MILK COOLERS

Model SM 40-SS

The Leading Choice Of Over 700 New York City Elementary And Parochial Schools

More than ever—leading schools like the easy self-service for even the smallest children and the quick, push-around convenience of caster-mounted Beverage-Air Milk Coolers. Capacities are 672—½-pt. cartons, 560—¼-pt. cartons, 495—½-pt. bottles or 6—5-gal. cans. Stainless steel or baked enamel.



SHALLOW or DEEP WELL COOLERS
Ideal for cafeteria line-ups, snack bars, etc.
From small to large capacity models.

Send For
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708 Third Street
Punxsutawney, Penna.

FACTORIES: Punxsutawney, Pa., and Spartanburg, S. C.
WAREHOUSES: Pittsburgh, Pa.; Trenton, N. J., and Memphis, Tenn.

MORE EFFICIENT LIGHT CONTROL



TEMLITE *Loomwood* AUDIO VISUAL SHADES

Complete flexibility of light control is now possible with this new Audio Visual Shade—from well-lighted classroom to "brown-out"—the accepted standard of audio visual treatment. Constructed of precision-beveled basswood splints woven with seine twine by American craftsmen. Darkens room without sacrificing adequate ventilation.



Shade is raised or lowered to achieve desired light level. Mechanism is easily operated even by elementary grade students, is made to give years of maintenance-free service. Available in 12 decorator colors or custom colors for classroom use.

**SOME CHOICE TERRITORIES AVAILABLE FOR
ESTABLISHED MANUFACTURER'S REPRESENTATIVES**

New TEMLITE LOOMWOOD School Catalog now available.
Write today for your Free copy.

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GOUGLER

MASTER KEY COMBINATION LOCKS

New favorites for schools.

ECONOMICAL
CONVENIENT
DURABLE
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SAFE

GOUGLER KEYLESS COMBINATION LOCK

Unique type Master Key

Key machines cannot duplicate

Gougler Master Key Locks dependably protect privacy of users, yet allow for emergency opening by officials. Thin, modern design. Flat back. The lock that clicks.

Our popular keyless lock. Thousands sold.

Both of these models have die cast cases. All parts are impervious to moisture. You can open them in the dark—just count the clicks.

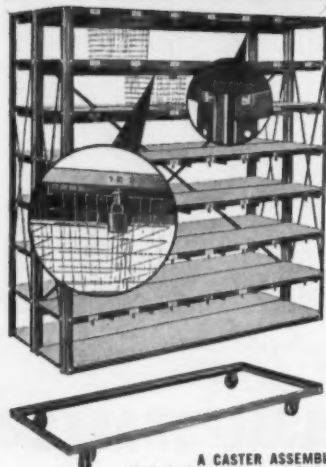
Just count the clicks

Write for sample of either lock and factory prices

C. L. GOUGLER KEYLESS LOCK CO.
705-769 Lake St. Dept. 4 Kent, Ohio

What's New ...

Any Size GYMNASIUM BASKET RACKS WITH RECESSED HASPS



A CASTER ASSEMBLY
Made to fit any single or double rack, may be added or removed at any time.

Insist on Neubauer Basket Racks for these exclusive features:

1. Rigid twin-post corners make the whole rack stronger,
2. Your choice of any size to fit odd baskets or limited space*,
3. Easier assembly, hasps and dividers installed at the factory,
4. Recessed hasps can't snag clothing or cause injury, (Hasps omitted if desired) plus a choice of four popular baked enamel finishes, plated hardware, sturdy bracing, and other details of quality.

STORAGE SHELVING

with patented
twin-post corners



AND

LIBRARY SHELVING

with beautifully finished end panels, can be furnished in any size to fit your room dimensions. Baked enamel colors are green, grey, tan and beige.

*No extra charge

You don't pay a premium for odd sizes when you buy Neubauer racks and shelving.

TWIN POST
Neubauer
MANUFACTURING CO.
517 LOWRY AVENUE N.E.
MINNEAPOLIS 18, MINN.

Adjustable Posture Chair Excellent for Typing Classes

Designed especially for use in typing classes, the new automatic adjustable posture chair Model CPC-1520 has a wide



base for correct balance. The patented automatic adjustment mechanism permits instant raising and lowering of the seat to the desired height without tools of any kind. The student merely lifts the seat to his individual requirements. It is especially practical for classroom use since each chair can be adjusted for correct typing height for each individual pupil.

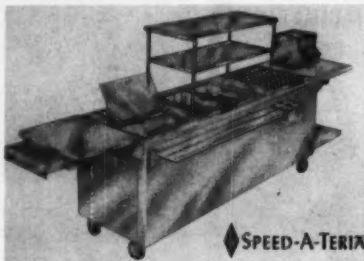
The spring steel supported form-fitting plywood backrest has a horizontal and vertical adjustment of five inches for proper seating posture. Replaceable polished steel glides give the chair easy mobility. Ajusto Equipment Co., 515 Conneaut Ave., Bowling Green, Ohio.

For more details circle #15 on mailing card

Compact Mobile Unit for Fast Food Service

Fast food service in any area set up for cafeteria or lunchroom use can be greatly facilitated with the new "Speed-A-Teria." A mobile unit, the "Speed-A-Teria" is a food service counter designed to feed up to 250 persons quickly and easily. For storage, it is closed and locked into an eight-foot long unit but opens into a complete cafeteria 13 feet long for service.

The compact mobile unit, which can be easily wheeled by one person, combines an elevator-type refrigerated storage for milk



SPEED-A-TERIA

and other beverages, a zero degree ice cream cabinet, two hot food service units, dish storage, silver and tray dispensers, folding tray slide and a cash drawer as well as other desirable features which make it a complete cafeteria unit. It is constructed of stainless steel, requires no drain and operates on a single 110 volt outlet. Lincoln Mfg. Co., Inc., P.O. Box 2313, Fort Wayne, Ind.

For more details circle #16 on mailing card.

Asbestolux Building Board Acts and Works Like Wood

Composed of long fiber Amosite asbestos which is bonded under high pressure steam with top grade silica, the new asbestos building board known as Asbestolux acts and works like wood. It has a high percentage of asbestos fiber and in Underwriters Laboratories tests, it received a zero combustible rating.

The material can be sawed with ordinary hand saws or with workshop power equipment. It can be nailed or screwed without special preparation and otherwise worked with ordinary tools. It can be used as backing, for insulating surfaces, and as fire walls and can be bonded with other materials. Its inorganic composition makes it resistant to rot, mold, vermin and corrosion. North American Asbestos Corp., 3210 Board of Trade Bldg., Chicago 4.

For more details circle #17 on mailing card.

Outdoor Safety Carpet Is Non-Abrasive Play Surface

Made of vulcanized rubber paving blocks, the new Firestone Outdoor Safety Carpet provides a resilient, non-abrasive surface under play equipment. The new Outdoor Safety Carpet was developed as



a protective material for use where there is danger of falls from heights, supplementing the Firestone Rub-R-Play Surface designed for surfacing a play area. Outdoor Safety Carpet is supplied in blocks 18 inches square and acts as a cushion under playground apparatus. It is easy to install and can be laid on hard materials such as blacktop or concrete, or on the resilient Rub-R-Play Surfaces. Firestone Tire & Rubber Co., Akron 17, Ohio.

For more details circle #18 on mailing card.

AC Presswitch Operates With Slight Touch

A slight pressure of the fingers or nudge of the elbow is sufficient to turn the new Presswitch on or off. The new alternating current switch has a smoothly tapered nylon button in either Ivorine or brown finish. Particularly well adapted to fluorescent lighting installations in institutions, the new Presswitch simplifies light control. It is available in single pole, double pole, three-way and four-way and operates in any position. No special wiring is required as the switch fits all standard wall boxes and utilizes standard wall plates. Harvey Hubbell, Inc., State St., Bridgeport, Conn.

For more details circle #19 on mailing card.

(Continued on page 132)



Call the man from Fenestra for
Entrance doors at the lowest installed cost!

They look like costly custom-made doors, but these are *stock* doors by Fenestra, specially engineered for public buildings.

These new Fenestra® Hollow Metal Doors swing open smoothly, close quietly. You save year after year on maintenance because Fenestra Doors can't warp, swell, stick or splinter. They last a lifetime! And in addition to durability, you get the lowest installed cost because:

1. You buy a *complete package*—door, frame, hardware, completely machined at the factory to eliminate on-the-job cutting and fitting.

2. Erection is fast—one man with a screw driver can install a door in minutes.

3. You have a complete selection of door types ($1\frac{3}{4}$ " and $1\frac{1}{4}$ ") of distinctive designs and features—all *mass produced*. Custom quality at *stock* door prices!

Ask your Fenestra representative (listed in the Yellow Pages) to help you in your selection and specification of doors, frames and hardware and to schedule fast delivery from stock. Or, write to Fenestra Incorporated, Dept. NS-6, 3405 Griffin St., Detroit 11, Michigan.



Let the man from Fenestra be your "door man"

Fenestra HOLLOW METAL DOOR
 FRAME • HARDWARE UNITS

YOUR SINGLE SOURCE OF SUPPLY FOR DOORS • WINDOWS • BUILDING PANELS • CURTAIN WALLS

What's New ...

Permanent Plastic Top Quickly Covers Worn Desk



Desk-Kap is a permanent plastic skin top tailored to fit any sized desks which

have worn or damaged tops. Made from General Electric Textolite, Desk-Kap has an anodized aluminum edge. It is permanently cemented to the top of the worn desk with special contact cement. Little labor is involved to make desk tops new again.

Various natural wood grain finishes are available in the new tops, as well as several colors to fit the requirements for redecoration or available room colors. No sanding or painting is required in applying Desk-Kaps which permit modernizing of desks in an entire classroom in a matter of hours. School-Crafters, Inc., 1 Massachusetts Ave., North Adams, Mass.

For more details circle #20 on mailing card.

Desk and Chair Unit in Four Models

The MB 100 Series of combination desk and chair units in the Ludington Line of School Seating is now available in four models, two with lifting lid book boxes and two with open front book boxes. The MB 103LL and the MB 107LL have a lifting lid book box made from 20 gauge steel with reinforcing ribs stamped in the bottom and two clean-out holes. A heavy duty hinge and guide plates which slide



silently and gently through two leathers form the lid lifting mechanism which gives controlled action. The book box has a pencil tray welded in the front section.

Seats and backs of the units are made from five-ply laminated maple plywood, steam formed, machine sanded and finished with two coats of clear lacquer. Fibersin is now available for desk tops on the new models. All steel parts on the desk are bonderized and finished with baked enamel except for the chrome plated adjustable leg inserts which have four positive height adjustments. Enamel finishes are available in black, for interesting contrast in the classroom, as well as colors. Ludington Seating Co., Ludington, Mich.

For more details circle #21 on mailing card.

"SHOP AROUND"
for your school supplies and equipment

Beckley-Cardy
SCHOOL BUYER'S GUIDE
SCHOOL YEAR 1958-1959

ADMINISTRATOR'S EDITION NO. 100

Supplies shown include: Desks, Chairs, Chalkboards, Erasers, and a 'I Like To Spell' game.

in your new 1958-59 BECKLEY-CARDY catalog
you have a wide choice of
style and price ... on every item

Whether it's seating, chalkboards, teaching materials or erasers, you're certain to make a choice according to the style you prefer and according to the price you wish to pay. It's like a huge school material shopping center—5,573 items—and every one backed by a reliable 51-year-old school supply house.

It's so easy to "SHOP" through your B-C catalog. Keep it handy. If you need additional copies, just write and they'll be mailed free of charge.

GIVEN A CHOICE—YOU BUY BETTER

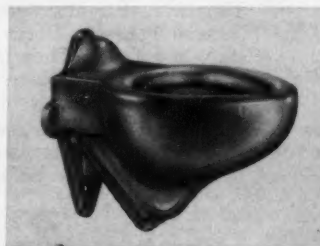
BECKLEY-CARDY
1912 n. narragansett ave. • chicago 39, ill.

supplier to the nation's
schools for over 50 years

Super Secur Plumbing Fixtures Made of Cast Aluminum

Cast aluminum is used to form the Super Secur Ware plumbing fixtures. The new wall-hung model illustrated facilitates toilet room and bathroom cleanliness since floors can be mopped wall to wall with no areas left to collect dirt.

Super Secur Ware plumbing fixtures are unbreakable and designed to withstand a



great deal of punishment. They are crack-proof, tamperproof and practically impervious to heat and cold. They are available in polished cast aluminum or with a rugged, non-chip Super Secureline-"S" coating in white or pastel colors. Aluminum Plumbing Fixtures Corp., 778 Burlingame Rd., Burlingame, Calif.

For more details circle #22 on mailing card.
(Continued on page 134)

Consoweld's exclusive 5-foot-wide panels are specially designed for schools and other locations where high wainscoting is desired. Shown here is Rose Beige Twinkle pattern. Ten-foot long panels plus matching mouldings provide unbroken expanses of color. And Consoweld resists wear and tear, never needs painting, is easy to install, cleans with the swish of a damp cloth.

No tricks—with 5-foot-wide panels of Consoweld 10 in school corridors



Youngsters' tricks create no maintenance problems—when your school has Consoweld 10 wainscoting. Consoweld is wearproof and waterproof, and its beautiful, smooth surface wipes clean with a damp cloth. It never needs painting or refinishing—lasts for years.

There's no trick to installing Consoweld either. The exclusive Consoweld 5-by-10-foot panels permit a ten-foot expanse unbroken by seams or mouldings. And the long lengths speed up installation and cut time and labor costs.

Consoweld 10 is a heavier grade of the same durable, easy-to-clean laminated plastic seen everywhere on quality dinette tables, counter tops, and fine furniture. Can be applied directly over rough plaster, gypsum lath, or even cement block, with mastic and Consoweld's matching mouldings.

Variety of Sizes and Patterns

Consoweld 10 is available in various combinations of sizes, colors and patterns, in sizes up to 5 by 10-feet, in Marbles, Twinkles, and Woodgrain patterns. Write for list of sizes and colors available in each pattern.

For complete information, and name of nearest Consoweld distributor, please mail the coupon.



MAIL THIS

COUPON

Consoweld Corp., Wisconsin Rapids, Wis. NS-68

Please send me information on Consoweld 10 for wainscotings and name of nearest distributor.

Name

Firm

Address

City State

Please check type of business:

Architect ☐ Builder ☐ School Board ☐ Other ☐

Bishop DuBourg High School. St. Louis

Architects: Murphy & Mackey, St. Louis
Plumbing Contractors: J. Sheehan Plumbing Co.



Fifteen Halsey Taylor coolers, of the type shown, were specified for this modern high school, being erected in St. Louis.

Architects and school authorities recognize the fact that such a specification assures the utmost degree of sanitation and convenience, as well as dependability in performance.

The Halsey W. Taylor Co., Warren, O.

fountains •
coolers by *Halsey Taylor*



What's New ...

Three Series and Prices in Classroom Furniture

Seating requirements for various classrooms and schools can be filled with the Schoolco line of classroom furniture. Three



lines are manufactured by the company: the basic "400" Series; the medium-range "500" Series, the No. 530 lifting lid desk of which is illustrated, and the premium quality "600" Series. All lines are sturdily constructed with tubular steel legs available in chrome or baked-on enamel finish.

All Schoolco units are correlated in color and design so that units from the various price series can be purchased in matching or harmonizing colors, as they fit into the budget and seating requirements. This permits flexibility in purchasing. The "500" Series utilizes maple or birch plywood for seats, backs and tops. Leg braces on all units are welded high on the legs, out of reach of students' feet, and plastic spacers are used at all contact points between metal and wood for extra resiliency and more comfort. Schoolco, Inc., 2401 Grant Ave., Bellwood, Ill.

For more details circle #23 on mailing card.

Steel Shop Equipment Is Economically Priced

Sturdy, functional design at economical cost are features of the complete new line of steel shop equipment introduced by Borroughs. Included in the new line are 21 work benches, portable and semi-portable units, two utility carts, eight different styles of tool stands, two shop desks and a table. Needs for any school shop can be met from the new line which is finished in either gray or green. Accessory



components available for the basic work bench include shelves, drawer units, foot rests, guards, ledges, portable fittings and pressed-wood top covering. Detailed descriptive information on the items in the new line are given in an eight-page catalog. Borroughs Mfg. Co., 3000 N. Burdick St., Kalamazoo, Mich.

For more details circle #24 on mailing card.

(Continued on page 136)

SLIDE TO SAFETY...

In 63 actual fires, Potter Slide Fire Escapes evacuated everyone in plenty of time, without confusion or injury.

Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

Return the coupon below for information and a representative if desired.



Spiral Type



Tubular Type

Tested and Listed as Standard by Underwriters' Laboratories, Inc.

POTTER FIRE ESCAPE COMPANY, CHICAGO 45, ILL.

- ☐ Mail copy of new catalog.
- ☐ Have fire escape engineer call with no obligation.

Submit estimate and details on escapes.

Signed.....

Address.....

City.....

for controlled daylighting in schools



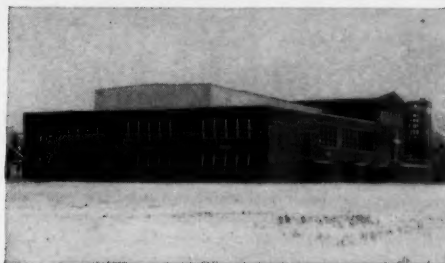
American Lustragray Glare Reducing Sheet Glass

By using AMERICAN LUSTRAGRAY sheet glass in school windows, the students and teachers are protected against eyestrain and fatigue caused by excessive brightness. Task efficiency is further heightened by the "clear glass" vision of AMERICAN LUSTRAGRAY, which creates a spacious atmosphere that is so essential to better learning. Ample natural daylight is transmitted by AMERICAN LUSTRAGRAY to provide effective and balanced lighting in the schoolroom.

This neutral gray glass also increases comfort by reducing a significant amount of solar heat.

Not all the benefits of LUSTRAGRAY are on the inside of the building. When viewed from the exterior, the gray glass windows provide a very attractive appearance and have enough opacity to give the feeling of privacy.

If you are building a new school or remodeling an existing school, ask your architect about this economical and functional glare-reducing glass, AMERICAN LUSTRAGRAY. Write today for catalog, "American Glass Products for School Glazing."



ABOVE—Two views of Holy Trinity School, Ligonier, Pa. **Architect:** J. K. Myers, Pittsburgh, Pa. **Glazier:** Royal Plate Glass Co., Johnstown, Pa. **BELOW**—Grafton Elementary School, Grafton, Mass. **Architects:** Hugh A. Stubbins Associates, Cambridge, Mass. **Glazier:** Perfection Glass Company, Dorchester, Mass.



CLEAR GLASS for
Maximum Daylighting
GRAY GLASS for
Controlled Daylighting



American

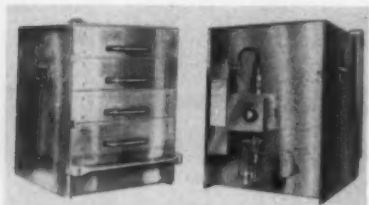
WINDOW GLASS COMPANY
PITTSBURGH, PA.

PLANTS: ARNOLD, PA. • ELLWOOD CITY, PA.
JEANETTE, PA. • OKMULGEE, OKLA.

What's New ...

Heated Food Carrier Is Mobile Unit

An improved model of the Cres-Cor "Hot Stuff" Cabinet for heated food is now



on the market. The four-drawer or four-shelf propane heated food carrier now has

a flexible tube gas line from the fuel supply bottle to the quick-connect-disconnect valve to the burner. Removing and refilling the fuel bottles is now simplified and danger of rupturing the gas line is removed.

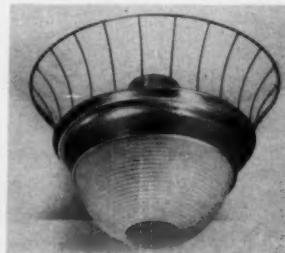
Another feature of the new mobile model is a new pilot-type burner for a steadier flow of heat due to the slotted head. The cabinet also has improved drawer handles on the Model H-331G and new glide-out shelves for the door-type Models H-340G and H-341G. The Cres-Cor Cabinet is designed to carry hot foods from central kitchens to areas being used for cafeteria or lunchroom service. Crescent Metal Products, Inc., 15901 St. Clair Ave., Cleveland 10, Ohio.

For more details circle #26 on mailing card.

Gymnasium Lighting Fixture Described as Indestructible

A new, low-cost light for gymnasiums and auditoriums is offered by Luminous Equipment Company. Especially designed for installations where lighting equipment might be subject to damage, the new fixture is described as indestructible by the manufacturer. The perforated reflector gives background illumination and ventilation and the prismatic lens bowl is unbreakable.

The lamp is practical and economical in operation as it can be relamped from the floor and requires no maintenance. It may be ceiling or pendant mounted and the



entire unit is mounted direct to a standard outlet box with stud. The fixture has Underwriters Laboratories approval and supplies maximum lighting efficiency and correct distribution. Luminous Equipment Co., 1325 W. Webster Ave., Chicago 14.

For more details circle #27 on mailing card.

WACO BLEACHERS ARE TAILORED TO YOUR ATTENDANCE SIZE AND BUDGET

Mid-American Jubilee
St. Louis, Missouri
4,500 capacity—34 row



The versatility of Waco bleachers allows you to provide large or small installations at real budget prices. For example, a ten-row Waco bleacher can be converted into either a seven- or four-row unit for both indoor and outdoor events. You can also change the length and depth of Waco bleachers and locate aisles and stairways where you need them.

Erection costs are low because workmen need no special training to assemble Waco bleachers. The "Speedlock" method of attaching cross braces to end frames is the fastest locking device known and is an exclusive Waco feature. Waco's "Speedlock" is absolutely safe, practically indestructible.

Safety tests prove Waco bleachers will hold 801 POUNDS PER SEAT with no structural failure. Waco's tubular steel construction makes these bleachers extra-strong and extra-safe. Though extra strong, Waco bleachers are lightweight—the heaviest part weighs only 55 pounds.

You'll find Waco Bleacher installations at:

DuQuoin State Fair
DuQuoin, Illinois.....9,810 ... 45 row
Metropolitan Sports Stadium
Minneapolis, Minnesota.....6,800 ... 27 row
United States Naval Academy
Annapolis, Maryland.....5,664 ... 25 row

Oklahoma University
Norman, Oklahoma.....4,296 ... 31 row
Oklahoma A & M
Stillwater, Oklahoma.....3,310 ... 16 row
Fort Benning
Fort Benning, Georgia.....2,400 ... 10 row



South Fulton High School
East Point, Georgia
10 row—1,000 capacity

Have a Waco engineer make a layout of a bleacher installation to fit your needs and budget. Write today. There is no obligation for this service.

Bleacher } **WACO MANUFACTURING COMPANY**
Division } 5251 W. 130th Street • Cleveland 30, Ohio
Waco Bleacher distributorships available in some choice territories.

Mobile Laboratory Tables for Portable Apparatus

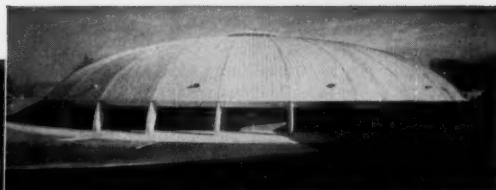
Easy moving of portable laboratory apparatus can now be accomplished with the two new mobile tables introduced by



Duralab. Apparatus weighing up to 200 pounds may be carried on the large working areas and electrical panel boards, when required, may be mounted in the cupboards. Moving apparatus within the laboratory and between laboratories is thus simplified with the new mobile tables.

The tables are available in two sizes, 27 by 24 inches and 49 by 24 inches, and may be purchased in several choices of cupboard and drawer combinations. Both are equipped with 3½-inch rubber tired, ball bearing steel disc wheels for ready mobility. The colorlith tops simplify permanent installation of apparatus. Duralab Equipment Corp., Dept. D-2, 979 Linwood St., Brooklyn 8, N.Y.

For more details circle #25 on mailing card.
(Continued on page 138)



Georgia Institute of Technology Sports Arena. Architect, Aeck Associates, Atlanta. Photographs, courtesy Joseph W. Molitor, Ossining, N. Y.



Naturally it's **MAPLE!**

The bright, light-reflecting tone and gorgeous grain of Northern Hard Maple are truly matchless. This is First Grade—the best standard grade—of "the finest floor that grows."

in Georgia Tech's spectacular, new Alexander Memorial Physical Education Center.

Furthermore—*it's genuine Northern Hard* **MAPLE**

Coaches and physical education men emphatically endorse *only maple* for gymnasium floors. (Write for Survey.) Their judgment demands respect. Northern climate causes the slow, slow growth of the northern hard maple tree (*Acer saccharum*). If the flooring mill has indented the trademark MFMA on the back of the strip, that's your guarantee of genuine northern-grown maple—by long odds the finest floor that grows. Soft (or mixed) species maple or lesser woods, *cannot* serve you so well or so long. There's a *value* difference no price-paring can ever justify.

Gymnasium floors of N. H. maple are "buying themselves" in many schools, with fees from roller skating and community meeting rentals. Maintenance reported no big problem. Write—



MAPLE FLOORING MANUFACTURERS ASSOCIATION

589 Pure Oil Building, 35 East Wacker Drive • Chicago 1, Illinois

What's New ...



Steam Jacketed COOKING KETTLES Fully Automatic Electrically Heated

Hubbert presents Model EHK-SR, a completely self-contained cooking unit that permits greater flexibility in kitchens employing multiple units, since each fully automatic unit is fired separately.

Available in 20 to 80 gallon sizes; engineered for lifetime service and complete safety in operation.

Write for Folder A-23. Address Dept. N.

SINCE  1903

HUBBERT

1311 PONCA ST., BALTIMORE 24, MD.

One and Two-Student Art Desks Have Universal Top Tilt

Two sliding arms controlled by one adjusting knob hold the tilt tops in any



desired position on the new Allen Art Desk. The plastic tops, bonded to the lumber core and backed with phenolic laminate for stability, are impervious to ink, paint, crayon and most acids. The adjustable drawing area is 24 by 24 inches in size.

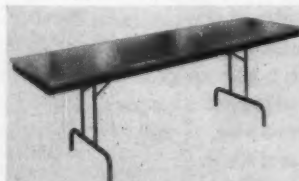
No. 3924 Art Desk for one student has a storage cabinet for art work while the double student desk, No. 3924-DD, has six drawers, each with a center divider, permitting storage of materials for twelve students. Other pedestal arrangements are available as desired. Both desks are offered in 30-inch seated height and 39-inch height for standing. The desks are ruggedly constructed of select Northern Birch in a natural finish. The island base and sturdy braced desk support are designed to facilitate floor maintenance. Allen School Furniture, Division of Paris Mfg. Co., 366 Broadway, New York 13.

For more details circle #28 on mailing card.

Automatic Leg Lock Gives Rigidity to Folding Table

A new line of folding tables designed especially for school use is offered in the Barricks School Series. Unusual flexibility and maneuverability are provided in the tables which have a patented automatic leg lock that eliminates the risk of table collapse. The legs snap automatically to an open position and remain rigid until released.

The Standard School Series has a steel center channel and all edges are finished with flush type heavy extruded aluminum



moldings. A choice of six top materials of panel board, plastic and plywood is available to fit all budget requirements. The tables are available in round, square and rectangular shapes in a complete range of sizes. Barricks Mfg. Co., 134 W. 54th St., Chicago 9.

For more details circle #29 on mailing card.

Modern Styling for Simoniz Bulk Containers

Institutional sized containers of Simoniz maintenance products have been redesigned. A polyethylene tamperproof spout is used as the improved closure. The new label incorporates the product name within the bold stylized "S" used by the company. The Simoniz "Professional Quality Seal" is also featured on the label to indicate the high performance rating of the various products in the company's maintenance line. Simoniz Co., Commercial Products Div., 2100 Indiana Ave., Chicago 16.

For more details circle #30 on mailing card.

Storage on Wheels Increases File Capacity

The Rol-Rak is a mechanical development permitting the use of all available space for filing in a storage area. Aisles between files are not necessary when the Rol-Rak is used since filled file shelves roll aside for access to other filled shelves. Rol-Rak tracks rise one-half inch above the floor. Placed in parallel rows, standard-type files, racks or shelves are mounted on them in solid formation, with just enough



space allowed to roll the units aside for access to any unit in rows behind.

The wheeled base units are adjustable in all directions to fit cabinet or rack units ranging from 24 to 48 inches in width. Each standard unit has a load capacity of one and one-half tons. Mobile Racks, Inc., 369 Lexington Ave., New York 17.

For more details circle #31 on mailing card.

Brulin Clearkote Is Light, Transparent Gym Finish

An unusually light colored, transparent finish for gymnasium floors is offered in the new Clearkote Gym Finish. A unique combination of tested synthetic resins, Clearkote does not discolor with age and has the approval of the Maple Flooring Manufacturers Association, according to the manufacturer. Because of its transparency, all the natural grain and beauty of the wood are visible when Clearkote is used. In addition to its use on gymnasium floors, Clearkote can also be used for refinishing desks and woodwork of limed oak or other blond woods as it does not darken them. Brulin & Co., Inc., 2939 Columbia Ave., Indianapolis 7, Ind.

For more details circle #32 on mailing card.

(Continued on page 140)



the answer is
WELL-BUILT

Williams & Brower, Inc.

- All lock joints
- Dovetail fittings
- Quality finishing



4230 Desk—Oak or Maple
Choice of finishes. Superior
construction features. Various
top sizes. Double
pedestal desk also
available.



A complete line of
classroom seating.

WILLIAMS & BROWER, INC.
SILER CITY, NORTH CAROLINA
30 YEARS OF DEPENDABLE SERVICE



Box Girder Construction



Exclusive with
HUSSEY **CLOSED DECK**
"ROLL-OUT" GYM SEATS

In addition to its many other advantages, the Hussey Closed Deck is stronger and safer. Its scientific Box Girder bridge construction makes possible a safety factor of better than 9 to 1. Actual loading tests prove that a single 16 ft. seat, accommodating 12 persons, will support more than 12,220 lbs.

Write for FREE catalog.

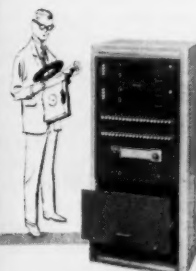
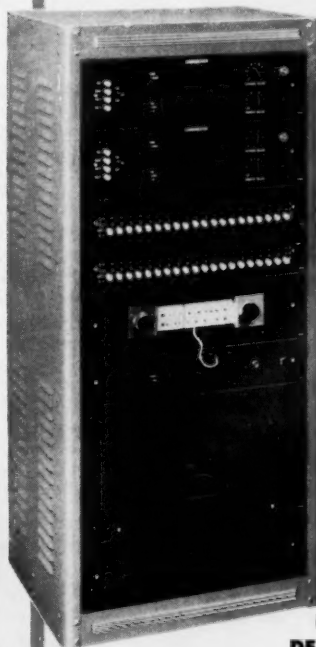
Hussey Mfg. Co., Inc., 5820 R.R. Ave., North Berwick, Maine

**LATEST "SPACE-SAVER" DESIGN
CENTRAL CONTROL, ALL-FACILITY
SCHOOL SOUND SYSTEM**

by

Rauland

**MODEL S314
ULTRA-COMPACT
FOR USE IN MINI-
MUM SPACE—FOR
UP TO A TOTAL OF
40 CLASSROOMS**



**OFFERS EVERY
DESIRABLE FACILITY**

Here, at minimum cost and occupying very little more space than a file cabinet, is an invaluable aid for effective administrative control and a remarkable facility for instruction. Includes every modern feature and program facility:

- ★ Provides FM or AM radio programs for distribution to any or all rooms
- ★ Distributes phone program (4-Speed Automatic Changer)
- ★ Selects and distributes any of 2 Microphone, Radio or Phonograph programs
- ★ Provides 2-way conversation with any room. Distributes any 2 programs simultaneously (or one program plus intercom)
- ★ Has Emergency (All-Call) Feature

Write for full details covering the low-cost RAULAND "Space-Saver" School Sound System.

Rauland

Pioneers in
School Sound

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for auditorium and athletic field sound coverage.

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION

.....

Rauland-Borg Corporation
3535 Addison St., Dept. N, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.
We have _____ classrooms.

Name _____ Title _____

School _____

Address _____

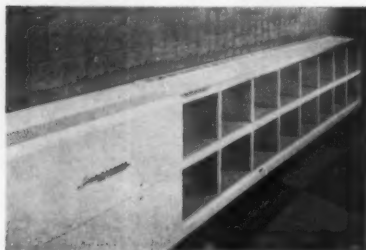
City _____ Zone _____ State _____

.....

What's New ...

Cabinet Storage Units for Schemenauer Ventilators

Modern styling and attractive appearance are incorporated into the practical



line of cabinet storage units developed to match the Schemenauer line of Unit Ventilators. Cubi-Cabinets, made in 24, 36 and 48-inch lengths, are available in 28 and 32-inch heights. Designed for storage of educational materials, toys, art supplies and other items, the cabinets have rounded corners and no sharp edges. Each unit provides a double row of cubicle compartments 11½ inches wide. The height varies from 9¾ to 11¾ inches, depending upon the height of the cabinet.

Cubi-Cabinets are made of heavy gauge furniture steel, precision formed and welded for dependable service. Extruded aluminum molding is used to reinforce the top edge. The cabinets are insulated and have an air inlet grill for ventilation through finned radiation hung behind them. An air outlet grill is installed at the top rear edge. The cabinets are avail-

able in six colors of baked enamel. Schemenauer Mfg. Co., Holland, Mich.

For more details circle #33 on mailing card.

Low Initial Cost in Movable Wall System

Many design refinements of advanced prefabricated wall systems are incorporated into the new Hauserman low-cost movable wall system. Low initial cost is claimed as the feature of the new Type HP wall system which is of fireproof and sound-resistant steel and glass construction. It has full-flush panels with single line joints and complete reusability of all components after the wall is changed in design or relocated.

The Type HP movable wall has fully-adjustable ceiling trim to compensate for ceiling level variations, adjustable door frame, narrow base with provision for concealed lay-in wiring, rock-wool insulated panels finished in permanent low-gloss baked enamel and a choice of floor-to-ceiling or partially glazed wall areas. E. F. Hauserman Co., 2100 Keith Bldg., Cleveland 15, Ohio.

For more details circle #34 on mailing card.

Three Low Priced Duplicators With Quality Features

Three new duplicators recently introduced by Ditto are described as having high quality features at low prices. They

(Continued on page 141)

have modern styling, lower and wider than previous models, with quiet operation. Model D-30, hand operated, and Model D-31, electrically operated, give positive registration of master to copy paper through a knurled wheel in the drum, and copies automatically fall into stacked alignment in the receiving tray. These models are equipped with liquid-control dials for maximum fluid economy, and both liquid and pressure levers are of the latch type for quick accurate positioning without slipping. The machines have a top speed of two copies per second and can handle paper from 13 pounds to card stock without adjustment and any sized sheet from



three by five to nine by fourteen inches. The third new model is the Ditto D-20, designed for budget buying, yet providing high quality copies. Ditto, Incorporated, 6800 McCormick Rd., Chicago 45.

For more details circle #35 on mailing card.

CONNOR

forest products since 1872

"LAYTITE" maple birch oak FLOORING

has been first choice for gyms,
play rooms and class rooms

"CONTINUOUS STRIP", Blocks,
Regular Strips and Slats

School and Gym Floors Our Specialty

MFMA grades and trade marked

See Sweet's file specs # 13J
Co

CONNOR LUMBER & LAND CO.

P.O. BOX 810-A, WAUSAU, WIS.

Phone No. 2-2091

ALLIED'S best buys for schools



ONLY
\$94.95

NEW knight Dual-Speed Push-Button Automatic Tape Recorder

Judged "Best Buy" among recording experts and educators. Features push-button keys for instant recording, playback, rewind, stop or fast forward operation. Renowned for faithful reproduction. Has 2-speed (7½ and 3½ per second) dual-track recording mechanism and efficient erase system. Records up to 3 hours on a single tape. Hum-free transistorized preamplifier; quality 3-watt amplifier; 4 x 6" speaker; dual neon-glow level indicators; tone control; safety interlock to prevent accidental erasing. Simple to operate. Attractive portable case. Complete with microphone. 5" reel of tape and take-up reel. Shpg. wt., 29 lbs.
91 RZ 751 KNIGHT Recorder,
only.....\$94.95

Famous ALLIED knight-kits Best for Training



10-in-1 Radio Lab Kit

Builds any one of 10 projects with simple wiring change: receiver, amplifier, oscillator, signal tracer, electronic relays, etc.
83 V 268. Only \$12.65



"Ranger" AC-DC Radio Kit

Popular 5-tube super-het radio project. Thousands used in shop training. Teaches radio construction. Complete with cabinet.
83 V 735. Only \$17.25

See our catalog for
dozens of other fine
Knight-Kits

FREE 404 PAGE
1958 CATALOG

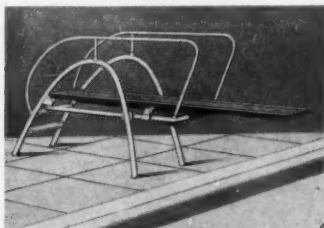
Send for the leading buying guide to everything in electronics for the school: sound and recording equipment; KNIGHT-KITS for training; Lab instruments, tools, books, electronic parts. Write for FREE copy today.

ALLIED RADIO
100 N. Western Ave., Dept. 10-F8
Chicago 80, Ill.

What's New ...

Flight Style Diving Stand of Anodized Aluminum

Anodized aluminum forms the new one-meter Flight Style diving stand introduced for use with swimming pools of aluminum



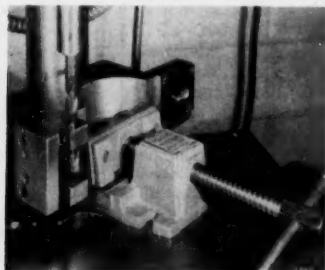
as well as those of other materials. The diving stand is ruggedly constructed for hard use and the aluminum construction eliminates any possibility of rust. Also available in the "Flight Style" modern design are a three-meter stand as well as side wall type ladders and lifeguard chairs. Chester Products Co., Div. Ransohoff, Inc., N. Fifth at Ford Blvd., Hamilton, Ohio. For more details circle #36 on mailing card.

Woodworking Jointers Feature Speed and Accuracy

Speed, accuracy, safety and economy are features of the new line of Walker-Turner six and eight-inch woodworking jointers. The new six-inch model features more convenient controls and a longer bed, as well as lower cost. The eight-inch model has a rugged cast iron bed for rapid, accurate production jointing of all sizes of stock. Both models are designed for school job use wherever accuracy, safety and low cost are desirable. The new models have a number of additional improvements while retaining the special Walker-Turner features of the previous models. Walker-Turner Div., Rockwell Mfg. Co., 400 N. Lexington Ave., Pittsburgh 8, Pa. For more details circle #37 on mailing card.

Compact Drill Press Vise Has Large Jaw Capacity

A jaw opening equal to or exceeding the width on all models is the feature of the new Wilton Drill Press Vise. With outside dimensions of only 4½ by 2 13/16 inches, the compact unit has a jaw opening of 4½ inches. No attachments are needed



to hold the vise on the drill press table. The vise is machined on all sides for accurate 90-degree drilling without a fixture. There are no springs, buttons or triggers. Wilton Tool Mfg. Co., Schiller Park, Ill.

For more details circle #38 on mailing card.
(Continued on page 142)

Best Buy in FLAGS for SCHOOLS

BULLDOG—most famous name in cotton bunting flags—U.S., State and School flags for outdoors. Rugged, reinforced with nylon thread.

STATE FLAGS—of complicated design now available in new Detco Process. Accurate and authentic in design and color. Very economical.

GLORY-GLOSS—U.S., School and State Flags for indoors and parades. Beautiful, lustrous and economical.

Ask about Dettra's movie "Our U.S. Flag"—The Freedom Foundation Award winning 16 mm color sound film... the ideal way to tell the story of our Flag.

For complete information call your local Dettra Dealer or write direct to—Dept. N.

Dettra Flag Co., Inc.
OAKS, PENNSYLVANIA
Flagmaker to the Nation for more than 50 years



STACOR EQUIPMENT

a better investment . . . for your students
. . . for your capital budget
. . . for your maintenance budget

A NEW functional unit from the mfrs. of LIFETIME QUALITY Drafting, School & Library Equipment.



Write today for complete NEW Catalog

FLEX-MASTER

Multi-Student

INDIVIDUALIZED DRAWING UNITS

Provide horizontal storage space for drawing boards & personal tools

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Cat. No. DU 1000. 10-Drawer Multi-Student Unit with Dual Drawing Tables. One of the many combinations possible from seven basic styles designed for groups of 6, 7, 9, 10 and 12 students. Drawing tables attach to right or left of cabinet unit. Shipped K.D.

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What's New ...

Folding Tablet Armchair Has Wrap Rack

The added convenience of a bar across the back of the No. 875TA tablet armchair gives a place for students, teachers or



those outside the classroom who may be using the school seating facilities, to hang sweaters or other wraps. The Wrap Rack also serves as a convenient handle for carrying the chair when folded.

The sturdy chair has a tubular steel frame with extra wide, contoured seat and back for comfort and correct posture. The large, hard-surfaced tablet arm gives ample space for writing materials or for food service when used in cafeterias. The tablet arm has a plywood base with Northern Maple back and high pressure laminate

surface which is resistant to marring and scuffing. The arm folds flat with the chair for storage. **Durham Mfg. Corp., Muncie, Ind.**

For more details circle #39 on mailing card.

Garbage Disposer Line Is Redesigned for Versatility

The versatile line of Waste King commercial garbage disposers and accessory components is redesigned for greater simplicity and efficiency of operation. Composed of six basic model disposers, the new line features a new silver guard and scrapping system, two bowls, three bowl covers, two swirl sprays, four overhead spray rinses, and a reduced number of switches, valves and other fittings.

The new components will be used to form 17 basic equipment groups designed to meet almost all institutional requirements for a dishtable or all-purpose disposer installation. The new disposers and accessories are so designed that they can be assembled in combinations to meet any specialized requirements, regardless of type or size. The new line has been under development for more than two years and includes quiet operation, long life, easier installation and maintenance and elimination of external wiring. **Waste King Corp., 3300 E. 50th St., Los Angeles 58, Calif.**

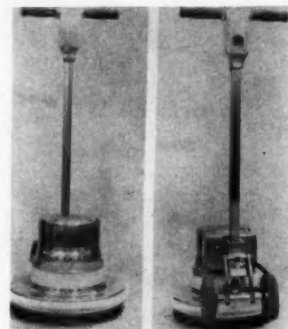
For more details circle #40 on mailing card.

Pullman Floor Machine Has Two Speeds

Scientific maintenance engineering with

(Continued on page 143)



two-speed operation is featured in the new Pullman Floor Machine. Lo Speed on the new machine is 140 RPM for scrubbing floors and shampooing rugs as well as for use by inexperienced operators. Hi Speed is used for polishing and buffing floors and for the use of experienced operators. In addition, with Lo Speed detergents are kept under the brush, there is no splashing and non-skid waxes are brought to a lustrous sheen. Hi Speed gives superior burnishing action with higher gloss and longer wear. The Pullman 2-Speed Floor Machine is constructed for heavy duty use and em-



loys modern technological advances in its engineering. It is streamlined in design, quiet in operation and is available in various sizes with a full line of accessories. **Pullman Vacuum Cleaner Corp., 25 Buick St., Boston 15, Mass.**

For more details circle #41 on mailing card.

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What's New ...

Literature and Services

- **"Job-Fitted Attachments for Cleaning"** is the title of a six-page circular released by American Floor Machine Co., Toledo 3, Ohio. It is designed as an "encyclopedia" of vacuum attachments, giving definitions, uses, combinations and other factual data. It should prove helpful as reference material for the maintenance engineer.
For more details circle #42 on mailing card.
- The line of **Designcraft Steel Furniture** is illustrated and described in a brochure released by Designcraft Metal Mfg. Corp., 155 27th St., Brooklyn 32, N.Y. The furniture features basic units and component parts which may be disassembled and re-assembled to meet changing needs.
For more details circle #43 on mailing card.
- **Bulletin LL-7029, "Rub-Bub School Bus Products,"** is a four-page illustrated brochure describing various items in the Rub-Bub School Bus Safety Package. Offered by Samuel Moore & Co., Transportation Div., Mantua, Ohio, the catalog includes Rub-Bub Step Plate, Dri-Foot Flooring, Safety Smooth Flooring, Safety Entrance Plate and Dekoron Stanchions and Seat Grab Rails.
For more details circle #44 on mailing card.
- **Pyrex Laboratory Glassware** is the subject of the 350-page **Catalog LG-1** issued by Corning Glass Works, Laboratory Glassware Sales Dept., Corning, N.Y. More than 9000 items are described in the volume, including approximately 475 new pieces of color-coded Pyrex brand laboratory glassware. The book is divided into six sections covering Pyrex brand labware, Vycor brand silica labware, Pyrex brand fritted ware, Pyrex brand low actinic ware, Corning brand ware and custom made apparatus.
For more details circle #45 on mailing card.
- **Emco Classroom Wardrobes** are the subject of a new 12-page catalog issued by Equipment Mfg. Co., Inc., 1400 Spruce St., Kansas City 27, Mo. The new Saf-T-Dor Wardrobe with rubber door moldings to safeguard fingers and hands from being bruised or crushed are pictured and described in the catalog which features all classroom wardrobe models. Photographs and line drawings of details are presented.
For more details circle #46 on mailing card.
- **"Torrivent" heating and ventilating units** are the subject of a new catalog released by The Trane Co., La Crosse, Wis. Written for school administrators, architects and engineers concerned with school construction, the catalog includes sketches showing installation possibilities and pointing up the flexibility of the unit. Components are pictured and described and sample engineering specifications are listed.
For more details circle #47 on mailing card.
- The operation of Powermaster packaged automatic boilers is the subject of a six-page **Bulletin No. 1241** issued by Orr & Sembover, Inc., Morgantown Road, Reading, Pa. Operating features of these completely self-contained, automatic units are described with ratings, dimensions, weights and other data.
For more details circle #48 on mailing card.
- **Toplite**, a prefabricated functional roof-lighting panel, is the subject of a new booklet published by Kimble Glass Co., subsidiary of Owens-Illinois Glass Co., Toledo 1, Ohio. How Toplite panels, composed of scientifically designed prismatic glass units set in an aluminum grid frame using a weatherproof sealant, work with the sun for admitting light without heat, is described with words, pictures and charts.
For more details circle #49 on mailing card.
- **Finnell Floor-Maintenance Equipment and Supplies** are the subject of a new illustrated 4-page folder available from Finnell System, Inc., 200 East St., Elkhart, Ind. Packaging information, recommendations for using the equipment and supplies for institutional maintenance and new product data are included.
For more details circle #50 on mailing card.
- A 49-page illustrated revised catalog of floor machines is offered by The Kent Co., Inc., Rome, N.Y. Kent's nine "Offset Machines," the Viking and Lightning vacuum machines, suction cleaners for furnace and boiler flue cleaning, a large selection of attachments and miscellaneous tools and four models of the "Turbo-Vac" line are listed.
For more details circle #51 on mailing card.

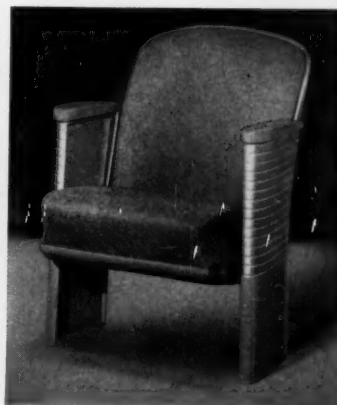
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Union City, Indiana

What's New ...

• "Individual Quality Seating Equipment" is the subject of a 24-page catalog, printed in full color, available from the American Desk Mfg. Co., Temple, Texas. Color and black and white photographs of all units in the complete line of seating equipment for schools and colleges are supplemented with descriptive information, specifications and sketches.

For more details circle #52 on mailing card.

• A new catalog on the electronic training devices released recently to high schools and technical institutes is available from Training Devices and Programs, RCA Service Co., Bldg. 201-1, Camden 8, N.J.

The two basic devices described in the catalog cover training in fundamentals, radio, television, microwave, radar and other electronic developments.

For more details circle #53 on mailing card.

• The 1958 Edition of the Sheldon Art Studio Workshop Catalog is now available from E. H. Sheldon Co., Muskegon, Mich. The 52-page "Guidebook for Planning an 'Educationally Correct' Art Department" attractively presents the newest Sheldon developments in furniture and planning for art education as well as traditional units. All equipment is illustrated and suggested layouts are presented.

For more details circle #54 on mailing card.

Film Releases

"Woodland Indians of Early America," 11 minutes, for Primary, Intermediate grades; "Healthy feet," 11 minutes, "Healthy Skin," 11 minutes, "Colonial Family of New France," 13½ minutes, for Intermediate, Junior High; "English History: Absolutism and Civil War" 11 minutes, "English History: Restoration and Glorious Revolution," 11 minutes, "Profiles of Elementary Physical Education," 32 minutes, for Junior High, Senior High, College, all in sound and color or black-and-white. Coronet Films, 65 E. South Water Street, Chicago 1.

For more details circle #55 on mailing card.

"1958 School Building Filmstrip," 148 frames in color, 35mm, based on School Building Architectural Exhibits, shows compact structures, campus type buildings, multi- and single-story buildings, schools designed for large and small communities, site developments and floor plans. American Assn. of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C.

For more details circle #56 on mailing card.

"Van de Graaff Generator," "Preparation of Hydrogen," "Air Pressure," "Surface Tension," and "Radiant Heat," series of science demonstration films each less than four minutes. MVR Scientific Evaluation Group, Durham, N. H.

For more details circle #57 on mailing card.

"The Count Down," 30 minutes, a study of World Disarmament, narrated by Peter Ustinov, and "The Challenge to American Education," two 60-minute films, all 16mm black-and-white. NET Film Service, Audio-Visual Center, Indiana University, Bloomington, Ind.

For more details circle #58 on mailing card.

"American Authors," series of six filmstrips. "Children in Summer," 11 minutes; "Children in Winter," 11 minutes; "The Battle of Yorktown," 14 minutes; "Chaucer's England," 30 minutes, and "Canada: The Industrial Provinces," 17 minutes, all color or black and white 16mm sound films. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #59 on mailing card.

"Growth of the United States," six filmstrips in color, 217 lighted pictures for later elementary and junior high history and social studies. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #60 on mailing card.

"Africa: Explosive Continent," 35mm filmstrip in 60 black and white frames, with graphic, current, historical photographs, cartoons, maps and charts. The New York Times, 229 E. 43rd St., New York 36.

For more details circle #61 on mailing card.

Supplier's News

Technical Service, Inc., Livonia, Mich., manufacturer of 16mm motion picture projectors and other audio-visual equipment, announces a new plan of operation. Three portable models of 16mm motion picture projectors can now be leased by the month. Conversion from leasing to purchase is permitted, with liberal allowances for fees paid.

DODGE BOOKS

for the school architect and administrator

The only complete, practical hand-book with every item of basic information needed to execute a successful school building program.

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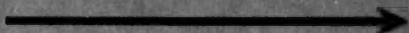
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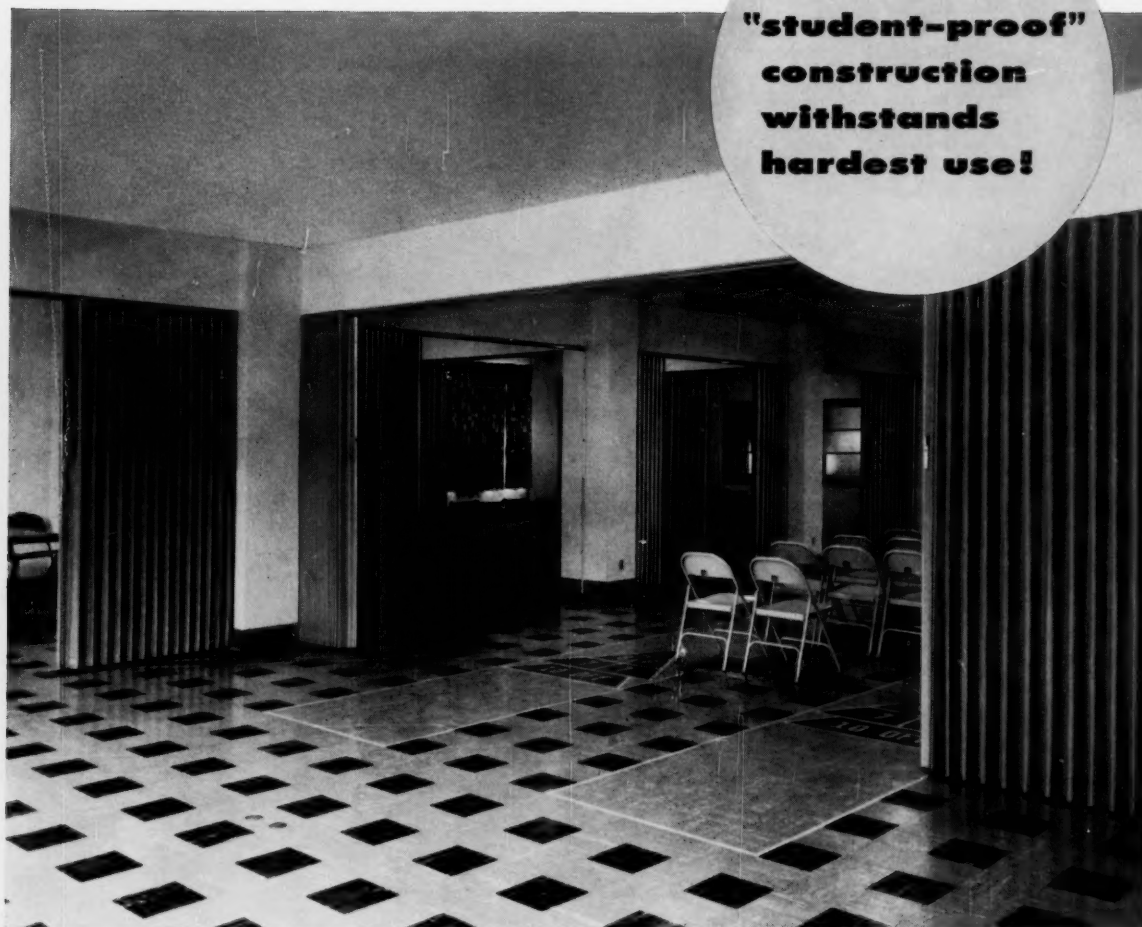
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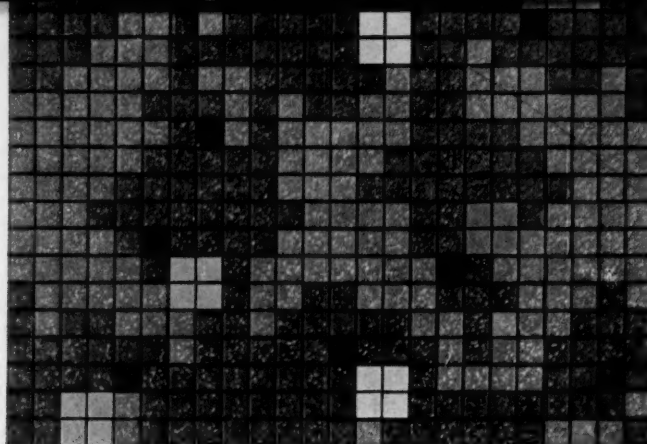
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FAIENCETTE

Light Blue	1060
Suntan	1041
Lemon	1012
Ming Green	1050

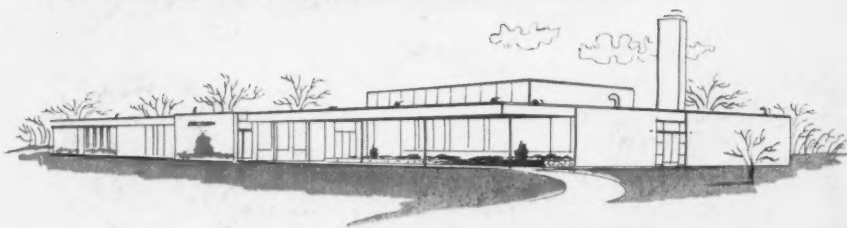
DECORATOR

Tangerine Red	5035
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ORSAN

Light Green
Dark Green

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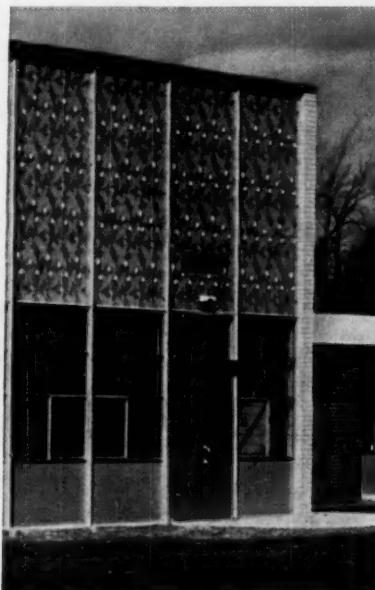


Plate No. 1057

BATES ELEMENTARY SCHOOL
Brownstown Township, Michigan

Architect:
WALTER J. ROZYCKI
Detroit, Michigan

Tile Contractor:
MICHIGAN TILE & MARBLE CO.
Detroit, Michigan

UNITED STATES CERAMIC TILE COMPANY
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